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This report provides a detailed description and analysis of the ESEA Title 5 Regional Curriculum Project undertaken by Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee. The ultimate purpose of the project was to find ways of strengthening the instructional leadership roles of the six participating State departments of education in facilitating desirable change in local school systems. The report describes the project's history, activities, and impact, and makes observations and recommendations. Project activities described include local school projects, studies of State departments of education and factors of educational environment, study of the role of the consultant, an attitude survey, study of State curriculum guides, study of the use of media by consultants, workshops, development of a four-State curriculum guide for English, a research role study, study of teacher aides in South Carolina, study of role self-perception in the North Carolina State Department of Education, the role of local school supervisors in Florida, and study of local school innovations in Alabama. (TT)

ED029378

REGIONAL CURRICULUM PROJECT

FINAL PROJECT REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EA 002 196

FEBRUARY, 1969

REGIONAL CURRICULUM PROJECT

REGIONAL CURRICULUM PROJECT
156 TRINITY AVENUE, S.W.
ATLANTA, GEORGIA 30303

A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Role or Roles of State Departments of Education in Facilitating Desirable Change in the Educational Program for Children and Youth. (A Project under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965.)

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CHAPTER ONE

HISTORY OF THE PROJECT

Origin, Purposes, and Organization

The Regional Curriculum Project evolved from a conversation in 1965 between the State School Superintendent of Georgia, Dr. Claude Purcell, and an official of the U. S. Office of Education concerning the possibility of obtaining a Special Project grant authorized in Title V, Section 505, Elementary and Secondary Education Act of 1965 (Public Law 89-10). Dr. Purcell expressed a need for assistance in the development and use of curriculum guides published by the State Department of Education. The need for a study concerning the effectiveness of curriculum guides was discussed.

Dr. Purcell was advised to explore his idea with Chief State School Officers in nearby states. One state alone, he learned, would not be eligible for a 505 Special Project grant, but if several state departments of education were interested in a cooperative endeavor of this nature, the development of a proposal and an application for a Special Project grant would be in order.

Subsequently, State Superintendent Purcell (Georgia) discussed the idea with the Chief State School Officers of five states surrounding Georgia – Alabama, Florida, North Carolina, South Carolina, and Tennessee – and invited them (or their representatives) to a meeting in Atlanta to explore possible advantages of a regional project designed to study problems involved in the development and use of curriculum guides.

A meeting of an exploratory committee composed of a curriculum leader from each of the six state departments of education was held in early fall, 1965. Interest in the idea of developing a proposal and applying for a grant was established early. Several meetings of the exploratory planning committee were held at the Georgia State Department of Education in Atlanta. Much time at the meetings was spent in considering purposes, how they might be accomplished, and what should be included in the proposal. Suggestions multiplied rapidly.

Dr. Claude Ivie, Director, Division of Instructional Services of the Georgia State Department of Education, was chosen chairman of the exploratory planning committee. Other members were: Dr. W. M. McCall, Alabama; Dr. Fred Turner, Florida; Dr. J. M. Johnston, North Carolina; Dr. J. C. Holler, South Carolina; and Dr. John Ed Cox, Tennessee. Dr. Jane Franseth became the Office of Education coordinator.

Although all committee members contributed considerably to the development of plans as well as to the writing of the proposal, the major burden fell upon the shoulders of the chairman, Claude Ivie, assisted by Victor Bullock, Chief of Instruction in the Georgia State Department of Education. Two sessions of the seminar type were held in Washington.

Dr. Ivie and Mr. Bullock reviewed the proposed plans with members of the Office of Education Staff, which resulted in an exchange of information and ideas especially about the proposed plans in relation to objectives of Section 505 Special Project grants.

The interest evidenced at these meetings led to the formulation of a proposal[1] supporting a regional study of curriculum guides. Upon review of this proposal, however, it became apparent to the committee and to members of the staff of the Office of Education that the proposal would be strengthened if it could be expanded to include more than a study of curriculum guides. As a result, the final version of the project proposal focused on a study of roles of state departments of education in curriculum and instructional leadership in local school systems. To facilitate study of state department roles in this regard, four school systems in each of the six states were invited to serve as laboratories for this and other purposes aiming toward the improvement of the educational program.

To develop a project which in a systematic way would explore ways of strengthening state departments, the planning committee proposed plans which would identify and define roles in instructional and curriculum leadership of state departments of education, and through careful study and experimentation seek ways in which state department personnel can best help schools improve the educational program for children and youth.

After several months of study and several revisions of the proposal in light of recommendations of the committee and in accordance with the requirements of the law governing Special Project grants, the proposal for the Regional Curriculum Project was approved by the Commissioner of Education on December 28, 1965. Included was a grant of $214,776 to cover the period of January 1, 1966 through June 30, 1966. Pending appropriations and other Congressional action, it was anticipated that the Project would be funded for a period of three years with a possible extension to five years. As his last official act before retiring, Dr. Purcell accepted the grant award letter for the region and in Georgia's behalf the responsibility to serve as the administering State for the Project.

The title in its most abbreviated form is the Regional Curriculum Project. However, the complete title, developed by the Planning Committee and approved by the Office of Education is "A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Roles of State Departments of Education in Facilitating Desirable Changes in the Educational Program for Children and Youth."

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[1] See Reprint from Federal Register, September 9, 1965, For Strengthening State Departments of Education, Rules and Regulations of Public Law 89-10, pp. 1, 6, 7, 8.

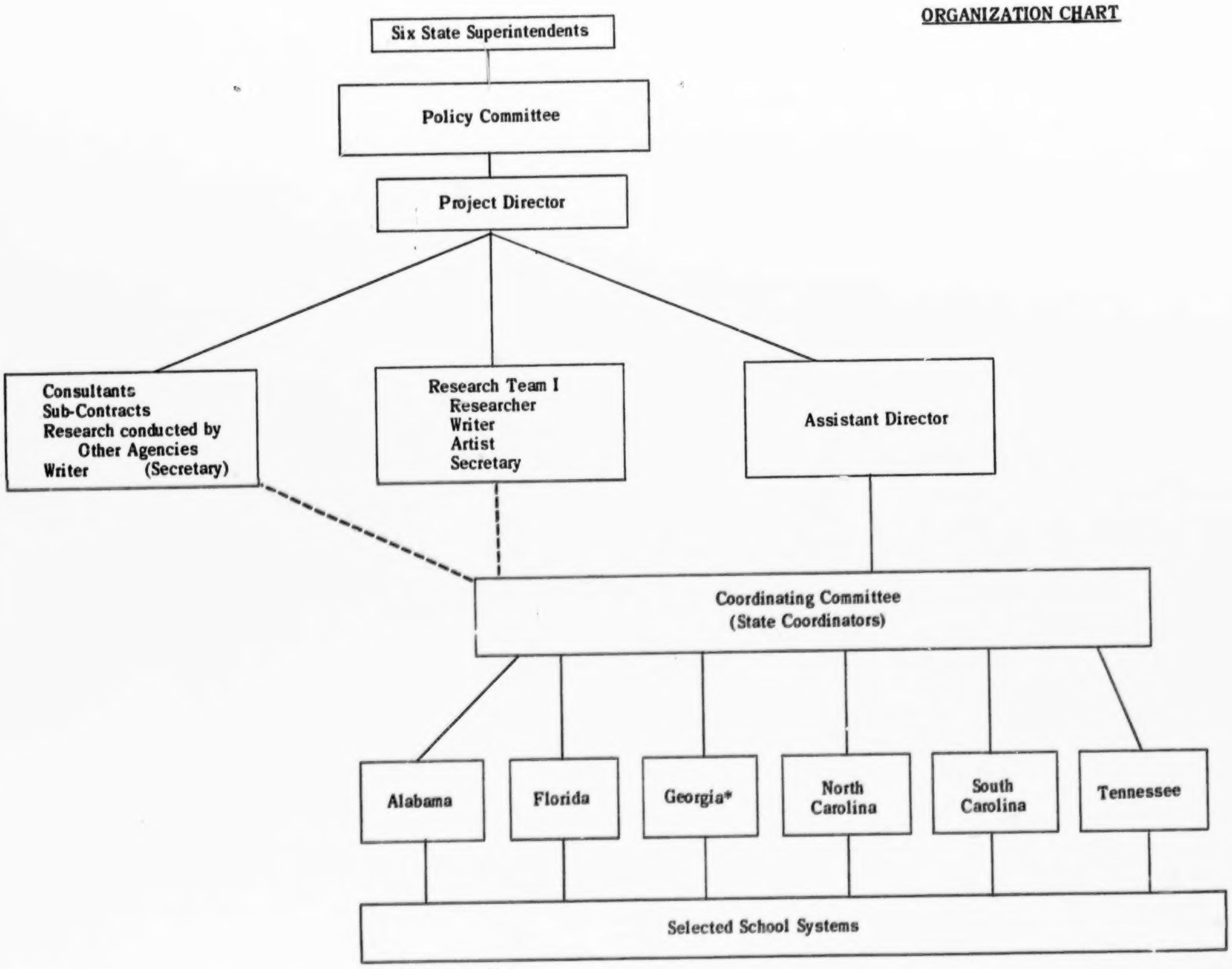
The ultimate purpose of the Regional Curriculum Project was to find ways of strengthening the instructional leadership roles of the six participating state departments of education in facilitating desirable change in local school systems. With the recognition that responsibility or change in local schools lies with local and state leadership, the Project was conceived not as a change agent, but as a vehicle through which the participating state departments might study problems relative to effecting desirable change.

At the time of the Project's funding, Atlanta was selected as the location for the central office. Superintendents in all of the participating states except Florida appointed the officials who had served as their representatives in the initial planning sessions to membership on the Policy Committee. Florida's representative for planning, Dr. Fred Turner, did not continue as a committeeman. Policy Committee members were: Dr. W. M. McCall, Alabama: Dr. J. W. Crenshaw, Florida; Dr. Claude Ivie, Georgia; Dr. J. M. Johnston, North Carolina; Dr. J. C. Holler, South Carolina; and Dr. John Ed Cox, Tennessee. Dr. Jane Franseth, appointed Project coordinator in the U. S.Office of Education, served as an ex-officio member of the Policy Committee. (During the Project's final year Dr. Holler retired and was replaced by Dr. Charlie G. Williams; Dr. Johnston was replaced by Mr. Nile F. Hunt.)

At the first meeting of the newly formed Policy Committee, Dr. Ivie was elected Chairman. Later, he was also appointed Acting Director which included continuing responsibility for helping the Committee seek a director and for initiating plans for conducting the Project in accordance with directions from the Committee. Salary limitations applicable to Georgia's state employees were an obstacle in filling the director's position, as well as other positions on the central office staff. Consequently, several months elapsed before a permanent director was employed. After Dr. Edward T. Brown, Director of Research, North Carolina Department of Community Colleges, accepted this position, still more time passed before the staff (including an assistant director, a researcher, writers, an artist, and clerical personnel) was assembled.

The third component of the Project's organization consisted of the coordinators for the individual states. The proposal called for the appointment by each state of a curriculum specialist, whose primary responsibility would be to guide the activities of the Project in his state. It was envisioned that the coordinators chosen would have had state department experience, in order that these positions might be filled by individuals familiar with state department practices. In several states, however, this was not possible and most coordinators were employed without such experience.

ORGANIZATION CHART


Six State Superintendents
Policy Committee
Project Director
Consultants
Sub-Contracts
Research conducted by Other Agencies
Writer (Secretary)
Research Team I
Researcher
Writer
Artist
Secretary
Assistant Director
Coordinating Committee
(State Coordinators)
Alabama
Florida
Georgia*
North Carolina
South Carolina
Tennessee
Selected School Systems

*Administering State

A five-phase plan was designed to carry out the various activities of the Project:

Phase I – A program of study for planning research activities and for training Project staff members for competent performance of the tasks required by these activities;

Phase II – Development of a plan for establishing relationships with local schools in each state in order to provide laboratories for study of state department roles in which processes of change could be observed and experimental hypotheses could be tested;

Phase III – Identification of possible approaches to change, recruitment and training of collaborating teams, experimentation with strategies of change;

Phase IV – Testing of promising changes on an extended basis, and production of curriculum materials to support these changes;

Phase V – Review, evaluation, and publication of findings relative to changing roles, procedures of change, and use of materials.

The delay in implementing the Project made it necessary to begin with Phase II in order to avoid missing a complete school year in each of the experimental locations. Consequently, Phase I was postponed until after the completion of Phase II. When Phase I was completed, approximately one year after the beginning of the Project, there was agreement on the following specific purposes of the Project:

- identify and describe roles of instructional and curriculum leadership of state departments of education in the activities of
  - . . . providing consultant services,
  - . . . developing, disseminating, and using curriculum guides,
  - . . . using media to disseminate information and services;
- identify the assistance needed by local schools in the area of curriculum and instructional leadership;
- identify desirable educational goals;
- identify processes for determining desirable curriculum changes;
- identify desirable curriculum changes;
- identify procedures that facilitate change;
- identify procedures for evaluating the efforts to facilitate change.

Throughout the development of the Project, it was assumed:

- that state departments of education, in their efforts to improve the educational program of children and youth, are agents of change;
- that there is a natural desire to improve the effectiveness of state department leadership roles as change agents and that participation in this cooperative project is evidence of that desire;

- that improvements of state department leadership functions imply identification of roles as well as possible revision, extension, or elimination of existing roles;
- that out of the experiences of the Project may evolve the identification of desirable educational goals, desirable curriculum changes, processes for determining desirable curriculum changes, and procedures for evaluating the efforts to accelerate change.

History of Project Administration

This section is intended to be a description of some administrative problems that arose out of several items included in the proposal that was funded. The intention is not to provide an exhaustive treatment of all administrative problems encountered, but merely to touch upon some which might be avoided in similar project proposals in the future.

The final Project proposal was for a regional project among six cooperating states. Experimentation was to be performed with the roles of state department staff in instructional and curriculum improvement and curriculum guide activity.

The proposal provided for a relatively large central staff consisting of seven professional members, and for an additional staff member to be located in the department of each state. Each staff member was to be subject to the rules of his host state.

Staff salary levels intended to be commensurate with the skill demands of the various positions were proposed. These were generally higher than the salary levels for what the chief state school officers and the merit or personnel boards in the states considered to be comparable state positions.

The proposal also specified the selection by each state of a few school systems which would serve as learning laboratories, locations in which teams would be able to perform model role change activity for observation and evaluation. Local school personnel would participate on a voluntary basis in Project activities. Evaluation of the role changes would involve descriptions and measurements of role activities and their effects in terms of pupil accomplishments.

Several of the proposal items mentioned above are discussed in the following paragraphs in terms of the difficulties they engendered. Each of these problems had been resolved or diminished in importance by the time the final grant period arrived.

Regional or Cooperative Definition. The dominant opinion among the Policy Committee members was that the Project focus was to be regional, that many role changes would be implemented and evaluated in all of the states which chose to participate in a particular experimental role change study. Discussions both among the Policy committee and in the staff study sessions added the concept of Project activity in individual states, with the data and documents shared among all of the states. Both concepts were written into the Project Design, which was published in July, 1967. Interestingly, the four states with uninterrupted employment of coordinators requested and proceeded to test individual state hypotheses. In each case, an associate researcher or department staff member, and the coordinator, with some assistance from the central office staff, shared the workload. The impetus was supplied by the coordinator.

The five status studies were planned to be regional; common instruments and procedures were used and the responses were received at the central office. The range of participant enthusiasm varied from study to study and from state to state. The Consultant Role Study was enthusiastically accepted by every state. The Profile of Department Structure and Function Study received good cooperation from all states. The Attitude Survey was not enthusiastically accepted by any state, but the participation of only one of them was reluctant. The aspects of the Curriculum Guide Study involving department and Project staff was welcomed by all states. But two states did not participate in the phase which requested evaluative data by questionnaires from teachers, instructional supervisors, and principals (one state did not consider that the data solicited would have any value, and the other did not have the necessary computer listing of the personnel to accomplish the workload). The Media-Use Study was not implemented because the region could not supply an associate researcher in media and the Project staff could not absorb the additional workload.

Another status study, a profile of the local project districts, was not implemented. An associate researcher developed the instrument but the state coordinators objected to completing it. Three valid objections were raised: one, the economic, political, and sociological data to be secured were too detailed for inexperienced researchers; two, the local projects' relationships were best not disturbed as their relationship to the Regional Curriculum Project had just been redefined from their workshop experience; and three, the threat to the existence of the Project from congressional action based on amendments to P.L. 89-10, introduced by Representative Edith Green and subsequently passed, made it questionable whether the data would ever be used. In addition to these objections, there was some doubt expressed that the study would contribute to accomplishment of the Project's objectives.

Relationship with Local Projects. Expediency seemed to direct that the Project should get started with Phase II of the Project Design (the planning workshop for the local school projects) in order that relationships with the local school districts could be established before the beginning of a new school year. Phase I (study by the staff) could not precede it because only three of the six coordinators and only a skeleton central staff had been employed. The director and one writer had less than sixty days on the job and were joined by the researcher less than thirty days prior to the workshop. The sixth state coordinator joined on the opening day of the workshop, but two days before gaining pay status.

The hurried planning and the short time available for making workshop arrangement led to the provision of services after the workshop's conclusion. These provisions, coupled with the lack of Project focus and common understanding which should have been developed in Phase I, led to misinterpretation of the Project role. Some viewed the central office as another source of services and the coordinators as service contacts into the state departments.

After the staff study defined the Project's relationships and focus in the fall of 1966, and Policy Committee action directed that Project funds were not to be spent in support of the local innovations (except to meet earlier commitments of continuing workshop activity), relations with some of the local project participants were strained. In addition, some districts were disappointed that unique and new department services occasioned by role change activity were not being delivered to them. The departments, it should be added, were providing the services scheduled at the workshop, but additional ones were expected by some of the districts.

In fact, the coordinators and Project staff began avoiding some of the local project representatives who maintained the tendency to rely excessively on Project funds and services. It should be noted that use of the local districts first began with the six-state Curriculum Guide hypothesis in English in December, 1967, and that this was the only central office research effort in a role change activity involving the local districts.

The problem of relationships with the local projects was diminished in states which developed department teams to work with the projects.

Identification of Desirable Educational Goals. The proposal mentioned that the characteristics of a good program would be identified, and some members of the Policy Committee felt that a consensus should be reached on some desirable educational goals; these were to serve as guides to desirable change. Two other attitudes existed: one, that goals or desirable changes would be whatever any state department said that they were for its state, and that these need not be common either throughout the state or across state lines; two, that over-all goals were not necessary because research goals (for evaluation purposes) had to be set for each local project.

After much discussion, the problem was resolved by accepting a statement of beliefs to serve as a guide to change, and incorporating it into the Project Design.

Relationship of the Coordinator. The proposal defined the coordinator as a curriculum specialist employed to guide Project activities in his state. Policy Committee discussion described the coordinator's relationship to be "in but not of" his state department. Coordinators' actual positions and work responsibilities varied to some degree but generally were similar; they occupied offices among the instructional consultants and were considered permanent staff.

The positions of two of the coordinators were unique. One maintained residence distant from the office and resigned midway in the Project's life. The other was on sick leave for the last half of the Project. In these two states, observation of the local projects was minimal and the central office assisted in accomplishing some parts of the regional research activities.

Coordinator positions and salaries established in most of the states conformed closely to those of the consultants in the instructional division. In one state, however, the higher coordinator salary influenced consultant wage increase; in two other states almost the full budget allocation was used; a fourth state used the full budget allocation through contract and without creating a state position. The salaries of two coordinators, although comparable to consultant salaries in their departments, were more than two thousand dollars below the amounts budgeted.

The coordinators maintained dual loyalties. They shaped Project direction in staff study sessions as a coordinating committee and then carried out Project activities in their states. At the same time, they functioned in the common activities of their departments. This type of arrangement worked well until the early months of 1968 when congressional action doomed the Title V special projects.

Staff and Staffing. The state coordinators were specified to be curriculum specialists and this was the primary area in which they worked. The proposal also anticipated that coordinators would be department staff members advanced to the higher salary levels for the position of curriculum specialist. Only one state did this and only one other state employed a person with previous attachment to the department. Thus, some of the coordinators were strangers to their departments and were faced with the problems of adjusting both to new work environments and to a unique position requiring divided loyalty. This fact, plus the fact that coordinators were separated from each other and from the Project central staff, made Project esprit de corps slow to develop. Similarly, these circumstances hastened dissolution when the likelihood of Project demise was recognized.

The suggested central office staff included a director, an assistant director, two researchers, two writers, and an artist. Although the search was diligent, it took almost two months to identify a possible director and another two months to place him on staff. Also with diligent search, it took almost a year to locate an assistant director, who then remained only about a year. His employment was by contract with one of the participating states because the necessary salary and employment specifications could not be arranged in the administering state. He left for the greater challenge of directing another project, because of a desire for more or different responsibilities than this project provided, and because continuance of the Project was in doubt.

Only one researcher was employed, but he joined the staff prior to initial activity. His education and training were in mathematics and educational administration and his personality and drive made him a key staff member and adequate to the research tasks. He resigned after eighteen months for improved salary and status, and because of the Project's questionable longevity. A replacement, who similarly had just completed the doctorate, was employed within four months. Again, education and experience were in local school work and instructional supervision rather than primarily in research.

Fortunately, the Project found it possible to use "associate researchers" under the temporary employment provisions of the Georgia Department. Employment of these persons, chiefly graduate students and university professors, gave the Project access to persons with research skills and skilled writing capacities, to curriculum specialists, and to the University of Georgia computer.

The first writer, and the only one present during early Project activity, was classified and qualified as a curriculum specialist. She resigned when Project longevity was threatened, taking a job that assured continued employment in Atlanta. All of the other writers, who numbered eight, were classified by the administering state as public information officers rather than curriculum specialists. This designation eliminated the employment of professional educators with writing skill or experienced professional writers; it restricted employment to persons with English and journalism educational backgrounds.

Thus, while the Project proposal and Policy Committee intentions were to employ special talents superior to those typical of the departments, the positions were interpreted by the personnel staffs of the administering department and the administering state to fit into existing job classifications. Invariably, these job classifications did not provide for the levels of educational experience needed by the Project and provided salary levels considerably below those specified in the Project budget. The salaries specified in the proposal, except that for the researcher, would have been adequate to secure professional persons with requisite skills; the salary for the researcher was inadequate to employ either trained or experienced research personnel even at the masters' degree level.

Similarly, the proposal provided for secretarial positions of medium and top skilled classifications; department practices and subsequent judgments based on office size and responsibility led to provision of less skilled secretarial personnel and fewer secretaries than planned. The Project was able to employ temporary secretarial help through private employment agencies specializing in temporary employees; one of these temporary persons has had continuous Project employment for more than two years; and occasionally as many as three other temporary secretaries have been on duty.

Funding provisions. The Project was in existence for thirty-six months and funds were awarded or grant expenditure periods lengthened ten times. The first grant and the last two grants were for six months each, intermediate grants were for five, three, two and one month periods. During three of the intermediate grant periods there was no assurance that additional funds would be forthcoming. Thus until the provision of the final grant period specified project completion, as many months were spent in uncertainty as were spent in assurance of normal Project activity. From this situation came the most destructive and disconcerting problem.

The chief problem involved the central office staff; they had come to the Project without assurance of continuing employment by the department and saw a changing attitude toward the completion of the Project evolve as Project longevity became questionable. Then, although all of them had commitment to a Project period of three and possibly five years, the action of the 91st Congress to eliminate or drastically curtail the U.S. Commissioner of Education's funds for these special projects negated their commitment. With salaries insecure, and with the increasing signs that the potential contribution of the Project would not be forthcoming, they accepted better, more promising positions.

To secure replacement staff from the participating departments under these conditions was impossible, and sources outside education were canvassed. New staff members who were secured, however, were employed for the duration of the Project, several of them with membership in the state personnel board and merit system and several as temporary, hourly employees.

A second problem area concerned budget and accounting. Most of the grant periods required the development and submission of a budget to the U. S. Office of Education; similarly, each grant period required allocation of funds to five of the participating states. The aggregate time involved was great. Also, the administering state required budgets —quarterly, annual, and biennial—but the inconsistent funding caused two inconsistencies in both the budgeting and accounting procedures. The RCP fiscal year did not conform to the state fiscal year, and federal grant periods did not always conform to state quarterly accounting procedures. The effects were to greatly increase the budgeting and accounting workload in the Project office because of complications from the reporting periods and the format of the report; state accounting reports required analysis in order to verify office accuracy, and budgets and expenditure reports became irrelevant to actual expenditures.

A third problem is associated with the period of initial grant award. This grant period began immediately with the award of funds for the first half year of the Project, more than half of which time was devoted to accumulating staff. Mid-school year was found to be a difficult time for educational staffing.

Relations with the Participating States. Communication between the Project central staff and the chief state school officers and administrative levels of the participating states was maintained by the Policy Committeeman in each state; Project communication with the consultant staff in each department was maintained by the state coordinator. Thus the agents in each state, both for establishing project support and for developing participation in project activities, held membership in their department. The Project central staff had only minimum contact with department administrators and consultant staff, primarily through data dissemination reports and workshop activities. The range of contact varied greatly, from very infrequent contact in several states to receiving frequent requests for services in two states.

The relationship which developed with the administering state allowed staff travel throughout the six-state area on the same basis as travel within the state; also, provisions were made for special handling of travel and subsistence reimbursements to member state participants in Project activities.

Chapter II, "Project Activities," describes specific Project activities in terms of purposes, methods and procedures, and major findings. The chapter also includes a critique of each activity and an examination of direct and indirect effects attributed to each.

Chapter III, "Impact of Total Project," presents the cumulative effect of the various Project activities within each state and for the six-state region.

Chapter IV, "Observations and Recommendations," assesses the strengths and weaknesses of the total Project. Recommendations for further exploration and for possible regional projects in the future are also included.

CHAPTER TWO

DESCRIPTION OF PROJECT ACTIVITIES

This chapter reports the results of fourteen activities initiated by the Project. Two were primarily workshop activities and twelve were studies.

One workshop, the first activity of the Project, provided the opportunity for participants from selected local school districts to plan curriculum improvements. During the second summer ten workshops were held to encourage the identification of state department staff role changes.

Five of the studies were status studies. They were designed to provide base-line data for before-and-after comparisons, and also to provide knowledge on which to base interpretation of data secured in role change evaluations. Two of the role change studies involved department staff from several or all of the participating states. Each of four other role change studies was operative only in the state which requested the study to be made.

LOCAL SCHOOL PROJECTS

Description of Activity

The first major activity of the Regional Curriculum Project was a workshop to plan local school projects. The proposal which funded the Project provided for the selection of four local school units in each state to serve on a volunteer basis as experimental centers. These were selected to be representative of the schools in the state. Criteria included factors of rural-urban environment, leadership capabilities, presence of typical problems, and relations with the department. Each local school unit was asked to consider the installation or continuing pursuit of a curriculum change in an area of local concern.

One participant from each district was invited to the workshop. One district was granted a request, made through its coordinator and its state department of education, for the inclusion of two curriculum change activities and two workshop participants.

Purpose

The main purpose of the workshop was to provide the opportunity and the necessary facilities for the local school projects to plan their curriculum changes. Other purposes included providing each participant knowledge and understanding of his own state department of education and its services, and similarly, of the departments in the cooperating states. Another purpose was to make each participant knowledgeable about the frontier activity in his project area. Thus, accessibility of resource materials and resource persons from pioneering projects was sought. One additional purpose of note was that of educating the participants to the success factors of the change process and then assisting them to incorporate them in the plans of their activities.

There was deliberate effort to encourage local participants to initiate if possible, and to be willing to accept if necessary, innovative role changes of department staff and innovative department services.

In exchange for their services as experimental locations, the Project and the state departments were obligated to assist the local units in various ways, including aid in the initial identification and structuring of curriculum changes of their choice, continuing aid and advice as required and as the goals and limitations of the Project allowed, and assistance in the continued and final evaluations of their projects.

Methods and Procedures

Workshop. The workshop was the first major activity of the Regional Curriculum Project, although in the Project proposal it had been designated as part of Phase II, to follow a period devoted to planning of Project activities and to training of the staff. Unavoidable delays in assembling a staff and becoming operational made this sequence impossible. So it was decided to proceed with the setting up of the laboratory first, then determine the exact nature of the experiments to be conducted in it.

The workshop, held at the University of Georgia's Center for Continuing Education, was conducted in six phases over a five-week period. The sequence of activities in which the local project participants were engaged included:

1. Receiving orientation to state department of education structure and services;
2. Preparing descriptions of the curriculum change activities to be undertaken in their districts;
3. Receiving introduction to research techniques;
4. Returning to their districts to collect base-line data and to orient local school administrators;
5. Studying the concepts of change and incorporating their findings into the project designs;
6. Searching for the frontiers of knowledge in the areas of their proposed innovations;
7. Acquainting local school administrators with their project plans and schedules;
8. Checking their plans and scheduled services with state department of education personnel from their states and planning a cooperative basis for departmental involvement in the projects; completing project designs.

Some of the highlights of the workshop included study and briefing sessions conducted by speakers who had specific knowledge of concepts of change in education. Three University of Michigan educators presented their interpretations of the basic structure and primary goals of school systems in a telephone conference. The Director of Curriculum Development in Georgia emphasized the critical need for techniques in the evaluation of educational change. A speaker from the University of Florida School of Education described the reality of community power structures. A Tennessee educator listed a series of eight questions state departments of education consider in determining the urgency, relative value, extent, and timing of responsibilities to be assumed.

The workshop participants also responded very well to a speaker's description of the establishment of a new school with a planned curriculum innovation which would allow individual use by pupils as well as conventional use as a classroom device. In this new school the teachers were given an opportunity to observe video tapes of some forty hours of classroom instruction in other schools in the system. It had been anticipated that differences in learning styles in different subject areas would be pinpointed by the tapes; instead, what the teachers perceived was the sameness of pupil boredom, restlessness, and estrangement.

In planning the workshop, the Regional Curriculum Project kept two objectives in mind. First, the course of change at the local level had to be plotted. This meant bringing together representatives from the local systems in a university setting, indoctrinating them in the concepts of change, providing them with the essential tools for research design, and then giving them access to the resources and expert knowledge necessary for them to create plans for change in their individual systems.

Second, it was necessary for everything to be done in partnership with the state departments or within the framework of state department relationships with local systems. It was necessary for each local system representative to become thoroughly familiar with the structure of his state department, in order that he might obtain the fullest possible service from it.

This two-fold purpose was accomplished by structuring the workshop so that state department representatives opened and closed the activities. During the first week, policy level members of the six cooperating departments described the structures of their departments, and during the closing weeks, consultants from the departments sat down with local project planners to work out the details of how the departments would provide the services required.

In the period between, the local representatives not only examined the concepts of change but had made available to them the full facilities of the University of Georgia, including not only the library but time and advice of the faculty as well. Through a telephone conference setup, the representatives were able to discuss their specific problems with foremost authorities any place in the country.

Study of change was deliberately scheduled during the middle portion of the workshop, after local project participants had prepared preliminary descriptions of their proposed projects but before they began work on the final papers. Evidence of the effects on their thought of this extensive exposure to the varied aspects of innovation was plain throughout their completed project plans.

A working philosophy of change, a basic understanding of how change comes about and what needs to be done to encourage and direct it, had developed. It was then applied by the workshop participants in their home school systems in a wide variety of projects.

At the workshop plans were formulated by the participants for twenty-five local projects to be sponsored by the Regional Curriculum Project. A listing of these projects follows:

Alabama

Baldwin County: "Language Arts Improvement Project"
Butler County: "Language Arts Improvement Project"
Jefferson County: "Closed Circuit Instructional Television"
Morgan County: "Modern Mathematics Project"

Florida

Broward County: "Academic Games Project in Nova High School"
Charlotte County: "Curriculum Improvement Center"
Charlotte County: "Nutrition Education Curriculum Improvement Project"
Polk County: "Developing Educational Leadership in Elementary School Principals"
Taylor County: "Resource–Use Outdoor Education Center"

Georgia

Bibb County: "Curriculum Study"
Forsyth County: "Improvement of Communication Skills'
Griffin-Spalding School System: "Humanities Program"
Wayne County: "Developmental Program in Mathematics"

North Carolina

Ashe County: "Non-Graded Team Teaching Program"
Asheboro City: "Humanities Program"
Greensboro Public School System: "Mathematics Project"
Moore County: "Merger of Three School Systems"

South Carolina

Ballentine School District No. 5: "Remedial Instruction in the Primary Grades"

Barnwell School District No. 45: "Motivating Capable but Non-Achieving Pupils"

Berkeley County: "Curricular Study"

Fairforest School District No. 6: "Analysis of Test Results and Curriculum Change"

Tennessee

Chattanooga City: "Evaluation of Desirable Innovative Practices"

Chester County: "Revision of Language Arts Curriculum"

Cumberland County School System: "Revision of the Grades 7 and 8 Curriculum"

Lebanon School District: "Improving the Curriculum"

Continuing Relationships and Responsibilities. Many services and aids in planning could not be made available to the local school project participants during the period of the workshops, and these were provided later. Also, many of the plans developed by local projects required services that were not available from their departments or could not be secured from their departments because of the lateness of their requests. The Regional Curriculum Project stepped into this breach by providing services to them or by helping them to secure assistance from the department staffs of other states.

Typical of consultant services secured by the Regional Curriculum Project for the local projects were the following:

- University consultant services (twice) to nutrition project in Charlotte County, Florida;
- University consultants in testing and test analysis to Macon, Georgia;
- University consultant in mathematics to the project in Wayne County, Georgia, which later developed into a NASA workshop;
- Consultant across state lines to Ashe County, North Carolina;
- University consultants (two) to help develop Title III proposal for Greensboro, North Carolina;
- Art consultant from across state line to South Carolina Department of Education and local school district;
- University consultants (two) to Griffin-Spalding project in Georgia.

The Regional Curriculum Project provided assistance to local projects in arranging trips to exemplary school systems, and also provided funding. In almost every case state department of education staff and the Project coordinator also participated. Examples of such trips follow:

- Visit to Miami TV and Broward County by Jefferson County, Ala.;
- Special visits by State Department staff to media project, Charlotte County, Florida;
- Special visits by State Department staff to Forsyth County, Georgia;
- Visit by Greensboro, North Carolina, local project coordinator to Chattanooga, Tennessee;
- Visits by Project staff to Moore County, North Carolina, for assistance in self-study activities;
- Visit to Nova High School and Miami TV facilities by Moore County, North Carolina (including school board members and district administrators);
- Visit to two Alabama exemplary projects by Moore County, North Carolina;
- Visit to California exemplary project by Moore County, North Carolina;
- Visit to exemplary school in Long Island, New York, by Cumberland County, Tennessee;
- Visit by Broward County, Florida, local project coordinator to Johns Hopkins University to examine academic games.

It was expected that sponsorship of such trips, if shown to be a useful technique in promoting change, might be continued by the individual state departments after the termination of the Regional Curriculum Project.

To assist the local districts in developing curricula for their projects, the R.C.P. provided curriculum materials in some instances and also provided information concerning materials upon request from local projects. Examples of these and additional services are:

- Provision of rental film and university consultant (ten sessions) to Morgan County, Alabama;
- Purchase of computer time for measurement of district principals' attitude change, for Polk County, Florida;
- University consultant services, staff writing and formating services, printing of Title III grant feasibility study for Taylor County, Florida;
- Editing text and designing package of an academic game for Broward County, Florida;
- Test grading services by SRA to Macon, Georgia;
- Computer analysis and print-outs of test results to Macon, Georgia;
- Test grading services (twice) by the University of Georgia to Forsyth County, Georgia;
- Test grading services (twice) by University of Georgia to Baldwin County and Butler County, Alabama;
- Descriptive periodical articles on Florida projects;
- Descriptive periodical articles on Alabama projects.

Summary of Findings

Two years after the workshop it is interesting to note that all of the twenty-five local curriculum change activities are still in operation, although a few of them have not retained close connections with the Regional Curriculum Project and one or two have not retained their close state department of education ties.

Several of the states have held meetings of local school participants recently, and this section includes many of their evaluations.

The local project participants found their state departments to be most helpful in identifying consultant services available and in providing consultant services. Comments from local projects in several states indicated the following changes in the ways state department of education consultants worked with those involved in the local projects:

- State department personnel and local personnel grew together—they developed teamwork;
- State department consultants were more prompt in responding to requests;
- Working together on common problems resulted in much closer associations, and the desire of the state consultants to be of greater assistance was much more apparent to the teachers.

Enthusiastic statements of value were reported from individual projects. One project in Alabama reported:

> "We were able to involve more than half the elementary teachers in study sessions which resulted in their interest in and later use in the classroom of the 'New English.' The majority of the elementary teachers are teaching the new transformational grammar."

Participants in the North Carolina local projects identified two procedures which were helpful:

- Involvement of citizens in study committees worked because the citizens were made to feel that their ideas and judgments were respected by school personnel.
- Visits to exemplary programs in Florida, Alabama, Pennsylvania, and California provided stimuli and ideas.

Evaluation

Strengths and Weaknesses

In evaluating the effectiveness of the summer planning workshop in Athens, Georgia, the local projects were asked to rate the workshop as being of (1) considerable help, (2) some help, or (3) no help. Reports were received from twelve of the projects; ten of them rated the Athens workshop as being of "considerable help." Two of the twelve projects rated the workshop as being of "some help."

Participants at the workshop made several evaluative statements concerning strengths and weaknesses of the workshop. They seemed to appreciate most being brought out of their regular work environments and placed in a situation in which they could concentrate on the one task at hand–planning innovative educational projects for their school systems. In a sense, the Regional Curriculum Project purchased this time for the participants, since they were paid to come to the workshop.

Additional comments revealed some of the factors which the participants believed to be strengths of the workshop:

- Invaluable interaction;
- Opportunity to work with outstanding consultants;
- Opportunity to examine the literature relative to the individual projects;
- Time actually needed to write the projects;
- Complete access to the University of Georgia library;
- Opportunity to consult with any person on the University faculty to plan the projects.

Participants from the local projects also evaluated the weaknesses of the workshop. Typical of some of the factors listed which individual participants regarded as weaknesses of the workshop were the following:

- Too much emphasis on research and research design resulted in some confusion and frustration on the part of those who had no previous experience in research;
- Lack of psychological preparation for the Athens workshop caused uncertainty about the real purpose of the workshop;
- Decisions had to be made too quickly;
- State department consultants attending the workshop did not have sufficient knowledge of the Regional Curriculum Project;
- State department consultants were insufficiently involved with the local project participants in the actual planning and writing of the local projects;
- Some participants mistakenly regarded the Regional Curriculum Project as a funding source for the local projects.

Favorable comments by individual participants included the following:

"The Regional Curriculum Project has been one of the most stimulating projects that we have been associated with...projects of this nature are one thing that can help to promote the progress of the educational system....Our local system has been greatly benefited, as well as the State Department of Education."

"We need the kind of help which was provided by the Regional Curriculum Project. The Regional Curriculum Project was of a great help to me technically and professionally. Projects like this are hard to measure but offer immeasurable service and experience."

"We believe the boys and girls of our county will benefit greatly from our participation in the Regional Curriculum Project."

One major weakness of the Regional Curriculum Project's involvement with the local projects may have been that the R.C.P.'s main goal, changing procedures of the state departments in working with local school systems, was not kept in mind by all concerned. As one project participant commented: "The overall purposes of the Regional Curriculum Project appeared to have been overlooked at times as the classroom implementation of the local project progressed without much involvement on the part of State Department personnel."

Impact

Local Impact

The local projects seemed to have considerable influence on teachers and administrators who were members of the school systems involved in the local projects but were not themselves directly involved in the projects. Other teachers began to use some of the methods employed by the local projects. One project reported that "not only was team teaching used in the fourth grade experimental program, but other teachers began also to 'team' for specific learning purposes."

Among reports of the influence of the projects was the following:

> "The mathematics project in grades 4, 5, and 6 of the four model schools appeared to have stimulated interest among teachers and students in the primary and junior high grades. Requests from other schools in the system for supervisory and consultant services, instructional materials, and professional books seemed to indicate a growing interest in improving mathematics instruction."

Principals of various schools, as well as teachers, were influenced by the projects. An example is described in the following statement from one project's report: "A number of elementary principals showed interest in trying some of the practices which are in operation in the team teaching model school, and began using their flexible classroom facilities in a variety of experimental ways."

One project report contained an interesting statement concerning state department evaluation of a local project's effect on a school system: "The elementary supervisor, who also served on the committee to work with the local project, stated that she had seen more improvement throughout the elementary schools during that visit than at any time during her eight years of work with the state department."

Parents were also affected by the local projects. In several instances there seemed to be increased interest on the part of parents concerning new approaches to teaching and curriculum change. "Students, parents, and educators within the administrative unit seem to be more receptive toward exploring new ideas, experimenting with new programs and subjecting themselves to self-evaluation." The development of a publication to inform parents of one local project resulted in improved school-community relations.

Impact on State-Local Relations

One of the most meaningful impacts of the local school projects sponsored by the Regional Curriculum Project has been the opportunity for departments of education to initiate a new way of working with local school systems. In two states a team approach was developed. In one of these states a department team was assigned to each project, while in the other state the team actually became a part of the project, to plan and schedule new approaches in working with each activity. Elements of group dynamics were incorporated by the team members in the second state as they used group meetings to discuss the problems involved in different projects. Using this approach, they were able to create environments which encouraged administrators and teachers to come to their own conclusions regarding the nature of problems in their schools.

In many projects a feeling of partnership was established which contributed to the individual teacher's ability to regard state department members as people who are not exclusively interested in evaluating but are also interested in giving aid and assistance to local school systems and to individual teachers. Working together on a common problem resulted in a much closer association in many instances and the resulting "two-way" communication through the exchange of ideas made the desire of the state consultants to be of greater assistance much more apparent to teachers, as well as administrators. One project participant said: "Instead of looking upon the state consultants with apprehension, our teachers began to think of them as co-workers." Another statement reflecting the same attitude was the following:

> "The faculty reaction to state department personnel became more positive as our teachers began to realize that the state consultants were willing to work together for common improvement."

As teachers, administrators, and state consultants worked together on the projects, the door was opened for teachers, in particular, to have more relaxed relationships with the consultants. For instance, in one project a member of a teaching team stated:

> "Prior to our project, I had no idea how much help the state department could offer. There seems to be a real partnership now; before, there was no warmth."

Such statements point to the advantages of state department personnel and local school systems becoming involved together in innovative educational projects. In such situations local school systems are able to obtain a clearer concept of the wide variety of services offered by the state department, and consultants need not necessarily feel that they must be asked for their suggestions. Consultants are freer to offer assistance because of the more clearly defined relationship between a state department and a local school system involved together on a project. Whether state departments will continue the practice of selecting in systematic fashion particular school districts for involvement in innovative activities preceded by joint state-local workshops is not yet known.

While involved in the Regional Curriculum Project, it became evident to members of several state departments of education that other state departments possessed talents and abilities which could be of use to them. Lines of provincialism were broken through as state departments' consultants interacted with other departments in the planning of the local projects. One state was without an art consultant in its department, and the Regional Curriculum Project was able to secure assistance from a consultant from another state's department of education. Also, during the last week of the Athens workshop, many state consultants stayed over extra time, using their abilities in their respective fields to assist local projects in other states.

OBSERVATION OF CONSULTANT ACTIVITY IN THE LOCAL SCHOOL PROJECTS

Description of Activity

The schedule of services developed for each local project with the state department of education staff during the last week of the planning workshop was a minimum services schedule. From almost every report, not only were these schedules maintained, but the same consultants who were scheduled provided additional services to other activities of the school district and other department consultants also were active in the district.

On the other hand, the utilization of services by some members of the local school and district staff encouraged others in the district to accept and to request consultant assistance. In almost every project district, the number of department consultant staff who visited and the frequency of department services to the district increased.

The local district project coordinator and the Regional Curriculum Project state coordinator noted these service activities in the local district, and the state coordinator was able to note others from his position in the department.

Purpose.

State department of education consultant staff visits and service activities were noted and recorded as part of the regular work activities of each state coordinator and each local project coordinator. The purposes of these records were to identify the roles state department consultants performed in providing instructional leadership to local school personnel and to provide a description of the activities by which they performed them. It was also expected that descriptions would serve as status study data when the opportunity arose for role changes to be devised and evaluated. Further, there was the conviction on the part of the Regional Curriculum Project staff that the department staff would understand better the actual and potential dimensions of consultant function.

Methods and Procedures

Observations of consultant role activity in the local school projects were noted in the following reports and records:

- Reports of local project plans, developed at the 1966 summer workshop of the Regional Curriculum Project by project coordinators representing the twenty-four selected participating school systems in the six southeastern states.
- Descriptions of activities and services of state department of of education curriculum consultant staff, incorporated into the first year

plan of each local school project.(These were discussed during the last week of the 1966 planning workshop, with the state RCP coordinator an active participant in the activity.)

- Descriptions of state department activities and services to the local district projects, reported to the Regional Curriculum Project central office near the end of the first year
- Records of state education staff visits and service activities, noted and recorded as part of the regular work activities of each local project coordinator.
- The state coordinators' reports, anecdotal, observational, audiotape, and photographic records of visits, conferences, and interviews with state department consultants regarding their work in the local project activities.

Based on the data available individual project reports were prepared under the direction of the state coordinators in cooperation with local coordinators. These reports show local project activities and some of the ways used by state departments to provide consultant services designed to facilitate improvement in the educational program for children and youth in school districts participating in the Regional Curriculum Project.

Summary of Findings

In accord with the plans for the local district projects described in the previous section, the coordinators' reports show areas receiving special attention and consultant help in one or more of the local projects as follows: curriculum development and improvement of pupil learning in language arts, mathematics, social studies, and the humanities; development of learning resource centers; nutrition education; development and use of academic games in social studies; outdoor resource center; in-service education of teachers in use of new media; district-wide study of the school curriculum; self-study program; ungraded team-teaching in primary and middle schools; development of leadership of elementary school principals; merger of three independent school administrative units and strengthening of educational opportunities in the county school system; appraising the quality of instruction; and others.

The reports also show that state department consultants used a variety of ways of helping schools to perform their tasks effectively, some of which are listed in the summary that follows:

- Working as coordinated "teams" of consultants to advise local project staffs;
- Assisting in planning the basic structure of the local project;
- Assisting in selection of materials;
- Sharing knowledge from regional and national conferences;
- Assisting in the development of ESEA projects under Titles II and III to obtain funding for local projects;

- Assisting in the development of a "systems" approach to be employed in performing the local study;
- Providing information on innovative programs throughout the nation;
- Recommending changes in school facility design to permit greater flexibility;
- Assisting in designing a pupil-parent survey;
- Assisting in the use of tape recorders, video tape, television, programmed learning, materials, etc.;
- Assisting in developing instructional materials;
- Assisting with in-service training programs for local personnel;
- Assisting in securing consultants;
- Encouraging visitations to observe exemplary programs and accompanying local personnel on such visitations;
- Providing mobile unit laboratories equipped for individualized and group instruction in speech and reading for pupils most seriously disadvantaged in these skills;
- Assisting in publication of a newsletter;
- Initiating and directing summer workshops for teachers;
- Interpreting research findings in publications;
- Participating in local curriculum-planning workshops;
- Surveying entire county to determine feasibility of school consolidation and school district merger;
- Advising and consulting with citizens' committees, county leadership, and school architects;
- Advising local personnel involved in curriculum studies;
- Developing competencies in three members of a humanities teaching team to enable them to provide a satisfactory art correlation after the resignation of the art teacher, the fourth member of the team.

Evaluation

Strengths and Accomplishments

Other descriptions by observers of state department instructional consultant role and task activity were not found during the literature search; thus, the Project's descriptions may be unique.

The Regional Curriculum Project coordinator, although also concerned with RCP central office activities, within his state was concerned only with the four selected local school districts. The opportunity was available for him to acquire extensive knowledge and understanding impractical for those with regional or state-wide responsibility. Thus, his descriptions should have unusual validity.

Weaknesses, Limitations, and Problems

The delayed pursuit of the study of activities outlined for Phase I of the Project proposal adversely affected this activity in two ways: one, the local projects anticipated Regional Curriculum Project involvement in their innovative activities which were not to be provided, and the cost of this misunderstanding in coordinator time and effort hindered observation; two, the several months devoted to staff study occurred at the time department activity with the local projects was at a peak, and little of this activity could be observed and recorded.

Impact

No impact has been assessed.

PROFILES OF STATE DEPARTMENTS OF EDUCATION AND FACTORS OF EDUCATIONAL ENVIRONMENT

Description of Activity

"Profiles of State Departments of Education and Factors of Educational Environment" is the descriptive title of a status study describing the organization and functions of the six participating state departments of education. This study was developed, published, and disseminated by the Regional Curriculum Project.

Purpose

The Profile publication was intended to provide a picture of the total structure within which state departments render instructional services, and of the demographic, fiscal, and educational environment within which each state department operates. An effort was made also to depict the sweeping and dramatic changes that are taking place in the states of the region.

In describing the state departments, an attempt was made to picture the total structure; then to separate specific functions and locate each of these in the overall organization.

The study was also intended to serve as a source of base-line data for the status of the organization and function of the participating departments as of March, 1967. This will make it possible to determine what changes in organization and function have occurred since that time.

Methods and Procedures

"Profiles of State Departments and Factors of Educational Environment " was developed by members of the central office staff from information provided by the respective state departments through the state coordinators. Appropriate statistical information was gleaned from state and Federal publications. The first draft was submitted to knowledgeable people in each department who were asked to verify the accuracy of the organization charts and the location of specific functions within the organization.

Although great care was exercised in gathering data, it must be noted that three printings were necessary in order to produce a final document. This problem was caused by the difficulty in locating functions within departmental structure, and it revealed the departments' lack of self-knowledge. One reason for this was the fact that in almost every state the department of education was undergoing some degree of change. Other contributing factors were differences in common perception and lack of efficient communication among state department personnel.

Contents of the Profile publication were disseminated to state department personnel in Regional Curriculum Project Workshops. This was accomplished through audio-visual presentations utilizing the overhead projector. These presentations were followed by question-answer and discussion sessions.

The coordinators also distributed copies of the publication to department personnel in their respective states, while distribution outside the six state region was accomplished through the central office of the Project.

Evaluation

Strengths and Accomplishments

The format of the booklet was designed to provide quick and easy access to data for examining the structures and functions of the participating departments.

An investigation failed to reveal a precedent for the analysis of state departments of education according to function. Therefore, this aspect of the study is believed to be unique.

Information from the study was presented to personnel from the six state departments in Regional Curriculum Project Workshops. This approach generated a great deal of interest and discussion relating to how departmental organization may facilitate or impede the provision of services. The participants also engaged in a discussion dealing with the question of how the location of functions within the departmental structure affects the performance of a particular function.

The factor of change was included because there can be no doubt that the great changes in the society and economy, which have occurred and are still occurring in the region, have been a major factor in shaping State Departments of Education as they exist today. Current evidence supports the assumption that major changes will continue to occur at a rapidly accelerating rate and that changing educational needs will influence the structure and function of every educational institution. This implies that state departments must develop greater sensitivity to change and additional flexibility in organization and function in order to provide effective leadership.

Weaknesses, Limitations, and Problems

One major problem in the development of the Profile was the difficulty in determining accurately the locations of functions within departmental structures. A second problem was the fact that it is very difficult to portray graphically the interrelated and overlapping aspects of many state department functions and activities. This resulted in some errors in the first two printings. When these were discovered by state department personnel, their reaction was to search for other errors, which necessitated a very careful examination of the publication. In retrospect, then, it is probable that the occurrence of these errors proved to be a strength rather than a weakness.

Impact

The Profile publication was conceived as a source of information and base-line data relative to the organization and functions of the six participating departments. The publication, however, has achieved a position of importance which transcends original expectations, perhaps because the format makes it easy to examine similarities as well as differences in organization and functions.

In addition to extensive distribution among state department personnel, numerous requests from local school districts, institutions of higher learning and other education agencies in the six state region have been filled by state coordinators. Requests from other sections of the nation have been filled through the project's central office.

The continuing requests for this document seem to indicate a heightened interest in state department organization and functions by people at all levels of education.

STATUS STUDY OF THE ROLE OF THE CONSULTANT

Description of Activity

The area of consultant services was selected for study because it is a major activity in all of the departments. A large number of persons, typically members of the curriculum and instruction divisions of their departments, have as their major activity interaction with local school personnel for the purpose of improving school curriculum programs. Further, these same persons usually have the responsibility for recommending and developing curriculum guides, which were the original focus of the Project.

The hypothesis statement developed by the Project staff and accepted by the Policy Committee was as follows: "That state department of education consultant services to achieve desirable change in the education program of local schools can be made more effective by appropriately modifying existing instructional leadership roles and by adding new ones." This is one of three general hypotheses that have characterized the Project throughout its duration.

Purposes

The general purpose of the consultant role study was to identify and describe the state department of education leadership role or roles in providing consultant services to assist local schools in improving their educational programs. The study focused on the perceptions consultants held of their role; the persons with whom they worked; the activities used to perform their job and an evaluation of them; the aids and hindrances to job performance; and the perceptions of their division directors regarding their role and tasks.

The study was intended to identify characteristics of the consultant, and to establish a base for possible role study activities or the testing of hypotheses related to possible role changes.

Methods and Procedures

A standardized interview was designed to elicit from consultants information concerning their:

- situations;
- perceptions of jobs and activities involved;
- frequency and evaluation of work patterns;
- satisfactory and unsatisfactory work experiences;
- hindrances encountered in performing role activities;
- role aspirations.

The interview instrument was designed by the staff, with the assistance of knowledgeable consultants. The instrument, which included both open-ended and structured questions, was used by the interviewers in order to achieve comparability of data. A sample of 170 consultants, approximately thirty in each state, was selected to be interviewed; also thirteen directors, the people responsible for the activities of consultants, were interviewed for their perceptions of the consultant's role activities.

A statistical analysis of the perceptual data for each state department was presented — first to the state superintendent and his immediate staff, and then to a select group of directors and consultants. Reporting and acceptance of the results varied by state. The regional report of the data was presented to various groups of people holding leadership positions within the six-state region.

These reports were supported by thirteen "working paper" publications. These included a compilation of the data for each state into a separate state publication which was made available to the state department, and a supplementary report of this data arranged for comparison of state responses for each chief state school officer. In the latter publications, the data for the subject state were always shifted into the first column. The thirteenth report was a regional accumulation and summarization of the data as a whole, as well as the individual state responses, which served as a study instrument for the workshops.

To fulfill the objective of reporting the data on a regional basis, the workshop technique was used. Three identical workshops were held for the convenience of state department personnel. Through these workshops, findings of the various completed facets of the overall status study were presented to members of the participating state departments. Although the workshops were for the purpose of reviewing the completed aspects of the status study activities, the main emphasis was placed on reporting the regional data of the consultant role study.

Distribution of specific data varied by state, ranging from person-to-person dissemination to large group presentations. Even though the patterns varied considerably, eventually all modes of distribution were used in some degree by each of the six states. Distribution of regional reports outside the six-state region was accomplished by the central office, while requests for specific state reports were referred to individual coordinators.

Summary of Findings

The study showed the importance of the supervisor at the local level as the pivotal person in state educational agency and local educational agency relationships. Controversial points were identified and were reflected in general differences of opinions in the following areas:

- centralized vs. decentralized services;
- office role vs. field role;
- accreditation of schools;
- role in federal proposal development as a limiting function;

- team (task) vs. individual approach;
- individual vs. group approval.

It was determined that the consultant was personally responsible for determining what he did, but that his involvement with high-level decision-making or decision-makers was limited.

Outstanding differences in role perceptions and in activities for performing roles were noted between typical consultants dealing with vocational and academic curriculum and instruction. They saw their jobs somewhat differently and performed them differently.

An absence of organized departmental efforts at evaluation was noted, and this appeared to be reflected in the absence of a clear role definition.

It was indicated that lack of local cooperation was viewed by consultants as a drawback to performing a task.

Evaluation

Strengths and Accomplishments

The instrument developed for collection of data was an accomplishment in itself, and seems to have promise for future use by various groups in education in establishing role perceptions.

The consultant role study enabled 170 state department consultants in the southeastern region to review their leadership roles in a systematic manner. The ability to gather research data across state lines, evident in this first regional effort of the Project, was reflected repeatedly in subsequent operations and was a primary strength of the Title V cooperative approach.

Sharing the compiled data resulting from this sub-study in a workshop setting proved to be a significant experience in providing an opportunity for interaction among consultants in the six participating states. The open discussion of differences and similarities relative to the consultant role resulted in a better understanding of and appreciation for state department colleagues in other states.

Weaknesses, Limitations, and Problems

The problems encountered in conducting such an activity varied by states, but one general problem was the difficulty encountered in scheduling state consultants for interview sessions and analyzing and transcribing the information gathered from the interviews.

One limitation was that some consultants within the sampling (and some outside the sampling) viewed the interview technique as an evaluation procedure. It was apparent to a majority of the interviewers that the use of the tape recorder for recording comments resulted in very reserved statements by some of the interviewees.

Feedback from interviewees, workshop participants, and other state department personnel indicated that more acceptance of the study would have resulted if more professional staff had been involved. However, the sampling used was adequate from a research standpoint, and represented a cross-section of consultants from the curriculum and vocational divisions. It was generally felt the "statistical consultant" that was established as a reporting technique did not present the two ends of the personnel spectrum: the totally inexperienced and the "over-experienced."

Impact

Extreme reactions resulted from the consultants role perceptions study. Individual reactions from consultants ranged from such comments as, "Most significant study ever conducted within the Department," to the other extreme, "This study is a coverup for the evaluation of what we are doing as consultants." The Regional Curriculum Project has performed a supportive role, primarily through the provision of significant data which could form the basis for action within individual states. It has not viewed itself as having a judging or value-determining role. The individual state reactions to the several aspects of the status study have varied. Some significant steps have taken place as a result of the consultant role study. An outgrowth of this study was use of the data which indicated that consultants in one state tended to work primarily as individuals with very little consideration given to cooperative approaches to providing consultant services. That state experimented with a team approach for the provision of services to local educational agencies. It must be noted that this is only an example, and that similar activities have been and are being initiated in other states.

THE REGIONAL ATTITUDE SURVEY

Description of Activity

The proposal which resulted in the funding of the Regional Curriculum Project indicated the desirability of an attitude survey pertaining to departments of education, respondents to which would include representative local educational personnel. As details of the Project were being formulated, the Policy Committee of the Project (members of which were appointed by the state school superintendents of the six participating states), as well as certain locally involved school personnel, stressed the many possible benefits which might result from the availability of forthright information relative to the state department's image at the local level.

Purposes

In formulating the Attitude Survey and in administering it to representative personnel at the local level, it was intended that the findings constitute a firm basis on which further improvements in state departments might be effected. Data available through this instrument, it was felt, might properly be useful in bringing about desirable changes in persons, activities, services, and relationships. It was anticipated that the same instrument would be administered toward the conclusion of the projected five-year study, hoping that any positive changes in attitudes would reflect positive changes in departments.

Methods and Procedures

Development of Attitude Survey. Over 200 possible items for use in the Attitude Survey were formulated through the cooperative efforts of local school personnel, state department staff members, college and university consultants, and personnel of the Regional Curriculum Project Emphasis was placed on items which would be applicable to the region, not to any particular state. Through an editing process a trial instrument containing 176 items was developed and later administered to a sample of local school personnel enrolled as graduate students at the University of Georgia. Responses to this preliminary instrument were subjected to factor analysis, and 70 entries emerged as statistically discriminating items through which attitudes toward state departments of education might be reliably measured. Members of the Project staff then developed 26 items of information which likely would affect attitudes held toward state departments. These items included such factors as type and size of community and school system; age, sex, and race; professional preparation and experience; type of position and tenure; distance to state department central office; frequency of visits to state department; frequency of other direct contacts with state department; and factors which seemed to have had greatest influence in determining positive and negative attitudes of professional personnel toward the state department.

The five-point response scale, ranging from agree to disagree, included these ratings:

5 – almost always agree or, in almost all instances this is true.
4 – frequently agree or, more often than not this is true
3 – This is neither true nor false; or this is true about half the time.
2 – frequently disagree or, more often than not this is false.
1 – almost always disagree or, in almost all instances this is false.

Leave the item blank only if you do not have sufficient information.

The statements concerning attitudes and those relative to the variables formed a 96-item survey, and were mailed from each state superintendent's office. Responses were returned directly to the central office in Atlanta.

The Sample. The sampling in each state included 100 per cent of the superintendents; 12 per cent, central office personnel (assistant superintendents, directors of instruction, and supervisors); 10 per cent, principals; and 3 per cent, teachers and other local professional personnel, such as librarians and counselors.

The size of the sampling, the number of usable responses received, and the percentage of returns for each category of the regional sample were as follows:

Six-State Region	Number Mailed	Number Returned	Per cent Returned
Superintendents	883	671	76
Central Office Personnel	383	404	105*
Principals	1072	627	58
Teachers and Other Local School Personnel	7219	4057	56
	9557	5759	60

*(The returns in this category were higher than the actual number distributed, since superintendents in some states passed the survey to members of the central office staff).

Tabulation and computer analyses of responses based on the variable items were done at the University of Georgia computer center. Interpretation was accomplished in the Project central office.

In addition to the 9,557 individuals throughout the six states who received the Attitude Survey instrument, 5,759 of whom responded, and in addition to the 101 department personnel in one state who reacted to the Attitude Survey, more than 5,000 individuals in the Project's 24 experimental units (four in each state), received this instrument. The vast amount of untabulated and unanalyzed information resulting from the administration of the instrument among the 24 experimental school systems was filed in the central office of the Project, where at a later date it was anticipated that these data would be compared with those resulting from a second administration of the same instrument.

Reliability Check. In order to establish a reliability check, 100 persons were identified in the Project's 24 experimental local units. These individuals marked their initial survey instruments in such a manner that they could be matched with the re-test which was administered one month later. Seventy-two of the 100 persons who had volunteered to participate in the reliability check responded, and the resulting analysis confirmed a highly satisfactory reliability coefficient.

Organization of Data and Method of Reporting. Data from the Attitude Survey, as administered in each of the six states, were organized and analyzed according to individual states and for the region. The 70 attitudinal items in the instrument were grouped into ten clusters of items which seemed to be related. These ten clusters were, in turn, grouped into four basic areas —— the person within the department, the department itself, the activities and services of the department, and the relationship of the department to local units and to higher education. The four-area and ten-cluster grouping was as follows:

The Person
- Personal Attributes (What do they think of us as people?)
- Work Habits (What do they think of our work habits?)
- Staff Work Concepts (What do they think of the philosophy from which we act?)

The Department
- Communications (What do they think of our communication efforts?)
- Change, Research, and Innovation (What do they think of our attitude toward change, research, and innovation?)

Department Activities and Services
- Reports and Data Collection (What do they think of the way we handle reports and data collection?)
- Certification (What do they think of our certification procedures?)
- Practices and Services (What do they think of our practices and services?)

Relations with Two Types of Educational Agencies

Local Units (What do they think of our relationship with them?)
Higher Education (What do they think of our relationship with higher education?)

The statistical treatment of the data included computation of arithmetic means for each of the 70 items in the instrument, for the ten clusters or related groups of items, and for each category of personnel reacting to the items. Each report also included the numerical response, for each level of the five-point scale which was the base for these means.

In discussions relative to the use of these data, it was emphasized that differences greater than .50 among mean ratings would warrant attention. The fact was also stressed that it would take a great number of very high and a great number of very low responses to pull the mean rating very far to either side of the 3.00 median point. It was accepted that ratings below 2.50 should be considered negative and those above 3.50, positive, and that those close to the median in either direction might be classified as barely positive or barely negative.

Interpretation of Data. Individual state reports, with descriptive analyses and appropriate graphic illustrations, were prepared and published by the Project's central office for five of the six states in the Project. In one state, however, interpretation of data, upon official request of the state, became the responsibility of a special committee of five representing the State Department of Public Instruction, assisted by advisers from the Project's central staff and by research consultants from the University of Georgia.

In interpreting data relative to the ten clusters for each state, overall generalizations which seemed to indicate fundamental attitudes on a cluster topic — based on cluster means and frequency percentages — were followed by specific comments concerning various items in each cluster. This interpretation was based on the recognition that no single item constitutes a factor, and that undue emphasis on any item might be misleading and actually dangerous. On the other hand, it was recognized that item-by-item analysis of attitude statements undertaken with extreme caution could be very valuable. Such analysis, it was felt, should take into account the spread of responses, as well as those variables which, after statistical analysis, appeared to have a significant effect on the attitudes exhibited. On some occasions, implied recommendations for improvement were included in the state interpretations; and, in the case of one state which took the initiative to interpret its own data, specific recommendations for continuing improvement accompanied the interpretations. Though detailed data for all states were included in the interpretive analyses for the region, states were left unidentified to avoid comparisons.

Presenting Interpretative Data to State Departments. In five of the six states in the Project, workshop sessions were arranged with department personnel and members of the Project's central staff for the purpose of presenting and interpreting data resulting from the administration of the Attitude Survey. Visual aids were prepared for use at these conferences, and efforts were made to create an atmosphere encouraging open discussion of Survey findings, including implications for change. For the most part, these sessions were organized around the findings of the ten clusters within the four major areas.

Summary of Findings

Significant regional findings of the Attitude Survey included:

- Attitudes of local school personnel toward state departments of education were more favorable than otherwise.
- Among the five respondent groups, favorable attitudes showed a slight downward trend from superintendents to teachers, in the following rank order:
  - superintendents
  - central office personnel
  - principals
  - other local school personnel and teachers
- Superintendents and central office personnel tended to have the same attitudes. Likewise, the attitudes of other local school personnel and teachers were somewhat similar. For the most part, principals tended to agree with other local school personnel and teachers in their overall attitudes.
- Wider divergences of attitudes existed within individual states than among the six states. There was a consistency of attitude among each respondent group regionwide.
- Almost every attitude item recorded a per cent of negative attitudes from all respondent groups except superintendents. It ranged from approximately 5 to more than 30 but typically was 10 to 12 percent.
- Only slight differences in attitudes were apparent among the four basic areas: The Person, The Department, Department Services, Department Relationships.
- All of the respondents held more favorable attitudes toward state department personnel as a person (their personal attributes) than they did of his work habits or philosophy. This was in fact, the area of most favorable attitude.

Rank Order of the Grand Regional Means For the Ten Clusters

Cluster	Grand Regional Means	Rank
1. Personal Attributes	3.91	1
2. Work Habits	3.39	10
3. Staff Work Concepts	3.59	8
4. Communications	3.70	6
5. Change, Research, and Innovation	3.86	2
6. Report and Data Collection	3.73	4
7. Certification	3.62	7
8. Department Practices and Services	3.73	5
9. Relations With Local Units	3.75	3
10. Relations With Institutions of Higher Learning	3.56	9

Specific attitudes among the respondent groups which were most favorable, in terms of regional grand means, involved the following concepts:

- State department personnel present a well-informed image when they appear in public.
- State department personnel keep abreast of the latest educational developments and innovations.
- Materials, courses of study, and other state department publications are very helpful.
- Services provided by state departments have made a significant contribution to public education.
- State departments do not often interfere when there is a controversy at the local school level.
- Local school personnel are made to feel welcome in state department offices.

Specific unfavorable attitudes on the part of at least one or more respondent groups were indicated relative to the following ideas:

- State department personnel get things done promptly.
- Professional employment in state departments of education is an enviable goal.
- State department personnel apportion their time wisely between local administrators and classroom teachers.
- Political influence is not a factor in the selection of local administrative units for special state or federal programs.
- State department personnel are in daily contact with public school personnel throughout the state in the performance of their official duties.
- State department services are so well-coordinated that aggressive sections have little opportunity to exert undue influence on education in the state.

Data concerning selected activities which possibly influence attitudes toward state departments, both positively and negatively, revealed that:

- Superintendents and central office personnel were primarily influenced in a *positive* manner:
  - by personal consultation with state department personnel;
  - through programs sponsored by state departments.

  They were most often influenced in a *negative* manner by listening to state department speakers and by opinions of administrators and teachers.
- Principals tended to be influenced in a *positive* manner;
  - by listening to state department speakers;
  - through discussion groups led by state department personnel;
  - by state department publications.

  Principals seemed to be influenced in a *negative* manner primarily by listening to state department speakers, a factor which also influenced them positively.
- Other local school personnel appeared to be *positively* influenced by these factors:
  - listening to state department speakers;
  - discussion groups led by state department personnel;
  - state department publications;
  - programs sponsored by state departments.

  Negatively, they were influenced by opinions of teachers and by listening to state department speakers, the latter factor being also a positive influence.
- Classroom teachers were *positively* influenced by the following major factors:
  - state department publications;
  - listening to state department speakers.

  In concurrence with other local school personnel, teachers were *negatively* influenced by listening to state department speakers and the opinions of other teachers.

Evaluation

Strengths and Accomplishments

Realizing that desirable change in department personnel, services, activities, and relationships might be one effective means of bringing about desirable change at the local level, the Policy Committee of the Regional Curriculum Project anticipated a second administration of the Attitude Survey toward the conclusion of the projected five-year study. Since the Project was terminated at the end of three years, this plan for determining possible changes in attitudes toward state departments was abandoned.

The Policy Committee's decision that an attitude instrument should be developed and administered indicated, it is felt, a salutary awareness that state departments had need for realizing the perceptions which exist relative to their personnel and their total responsibilities if, indeed, they are to bring about effective educational changes. In one department professional personnel also reacted to the Attitude Survey in an effort to gain further insights into the strengths and weaknesses of their central educational agency. Interestingly, the instrument is unique in its field; none could be found through literature search.

In addition to this positive accomplishment, it is the consensus of the Policy Committee, the coordinators representing the six states, members of the Project staff, consultants, and numerous individuals at the local level that involvement in the preparation, administration, and interpretation of the Attitude Survey resulted in a new understanding and appreciation of the potentialities of state departments. In preparing the instrument, for example, representative leaders from various levels of education and separate agencies had the opportunity to share opinions, clarify uncertainties, and cooperate in the development of an attitude survey, relative to state departments, which possessed recognized validity. Those who administered the Attitude Survey and those who responded to it were alerted — in many instances for the first time — to the comprehensive nature of state departments and their reasons for existence.

Still another positive outcome pertaining to the Attitude Survey was the active involvement of state department personnel in five of the states in the sharing of findings and interpretations as determined by the Project's central staff. In these workshops and conferences, it is felt, additional information, new insights, and renewed determination for improvement were central in the thinking of all concerned.

The very fact that abundant data are available in each of the six states — and in composite form for the region itself — provided the definite opportunity for further analysis of these data and intelligent use thereof as soon as feasible. In some states, the data resulting from this Survey have already been used for strengthening existing educational programs and as supportive evidence for proposed new programs. In view of the fact that 1968 was an election year, however, some other states sensed that the use of findings resulting from the Survey would be less prejudiced if completely divorced from controversial political issues. Accordingly, these states postponed the use of the accumulated data until it was felt that more positive values might accrue.

Weaknesses, Limitations, and Problems

Informal discussions on the formulation, administration, and evaluation of the Attitude Survey by those most intimately concerned have indicated several apparent weaknesses and difficulties. In the first place, the competencies of those most knowledgeable about purposes, activities, and services of state departments of education were insufficiently utilized in the formulation of the instrument. For example, leaders in the development of the Attitude Survey included the coordinators from each of the six states involved in the Project, only two of whom had been employed by their state departments prior to their being selected as coordinators. Occasionally, verbally nondiscriminating statements were left in the instrument without being critically refined. The fact that certain activities and services were not included among the 70 validated items in the instrument resulted in the absence of much information of likely significance. Items pertaining to relationships with outside educational agencies included only those with institutions of higher learning, for example. As the Project progressed, it became increasingly clear that insufficient opportunities were provided in the Attitude Survey for recognizing variety among the six states in purposes, functions, and services of the several departments. In addition, the fact that no representatives from institutions of higher learning were given opportunity to respond to the Attitude Survey excluded a significant group which has many contacts with state departments.

Difficulties were encountered in determining random samplings in some of the states, primarily because of the varying degrees of sophistication which were characteristic of data processing facilities.

Impact

Other than the positive overtones mentioned above, it was difficult to pinpoint specific improvements in persons, policies, or programs which resulted directly from the development of the Attitude Survey, its administration, its interpretation, and the dissemination of its findings. Evidence, primarily from state coordinators, suggested an increased awareness of the need for improvement in state departments. It was noted that in some instances the chief state school officers and other high-level leadership personnel were ready to assume more enthusiasm and initiative in bringing about effective changes in their respective central educational agencies. It was further observed that individual staff members, in many instances, were even more eager for change.

STATUS STUDY OF STATE CURRICULUM GUIDES

Description of Activity

The development and use of state curriculum guides was an early interest of the Regional Curriculum Project and is mentioned frequently in the minutes of the Policy Committee. It was the initial reason for inception of the Project.

In the Regional Curriculum Project Newsletter No. 3, July, 1967, Hypothesis 2 was stated as follows: "That state department of education efforts to influence instruction can be made more effective through improvement of curriculum guides and the procedures associated with their development and use." The same Newsletter gave as potential working hypotheses:

1. The procedures in developing state curriculum guides are significant factors in the utilization of these guides.
2. The quality of presentation through style, format, and design of state curriculum guides is significant in the acceptance and use of these guides.
3. Dissemination procedures employed by the state departments of education are significant in the acceptance and use of state curriculum guides.

Purposes

The study was designed to determine what curriculum guides were available, what guides were in the planning stage, and what guides might be desirable. In addition the study was intended to ascertain who is or should be primarily responsible for the development of guides, what procedures are being followed to distribute guides, and the attitudes of local school personnel toward state guides and their use.

Methods and Procedures

Four phases were planned: first, to identify and define specific categories of state education department publications with particular reference to the materials identified as curriculum guides; second, to examine the roles of departments of education in developing and distributing curriculum guides; third, to study the roles of consultants in the development, evaluation, and dissemination of guides; fourth, to survey a sampling of teachers, principals and supervisors in order to learn their attitudes toward guides, how they utilize them, and their effectiveness.

An associate researcher was employed to conduct the study and summarize the findings. He worked cooperatively with state coordinators, had access to facilities of the central office, and worked under the guidance of the Director.

During the spring and summer of 1967, the publications of the participating state departments of education were analyzed.

In September and October, 1967, the persons most responsible for the development of guides in each state were interviewed. Typically, these were the directors of the divisions of curriculum and instruction, and vocational education. The interviewer sought to identify the roles and personnel involved in decision making, preparation, evaluation, and dissemination. Information was secured as to what guides were available, reasons for preparing them, methods followed in their preparation, means of evaluation and revision, dissemination, demonstration, and actual use.

In November of the same year a questionnaire was sent to consultants who had prepared or helped prepare curriculum guides. The instrument was sent to nine consultants in each state, six of them members of the division of instruction and three, members of the division of vocational education. Consultants selected fell into three groups: those who had guides which were well along in the development process or which had been distributed since the summer of 1967; those who had published and distributed guides during 1965 and 1966; and those who had published, prior to 1965, guides which were still being distributed.

In the fourth phase of the study, the associate researcher developed a survey instrument on state guides. Two editions of the instrument were prepared, one for teachers and the other for principals and instructional supervisors. The instrument was distributed in four of the six states to a sample population: four per cent of the teachers, twenty-five per cent of the principals, and all of the instructional supervisors.

	Teachers	Principals	Supervisors	Total
Alabama	1,320	314	150	1,784
Florida	2,100	550	640	3,290
Georgia	1,880	475	370	2,725
South Carolina	1,210	440	156	1,806

The responses will be sent to the University of Georgia computer center for tabulation and the preparation of computer-provided tables for each state response. These will be reproduced in working paper format for distribution to each participating state department.

Summary of Findings

Analysis of 224 curriculum guides from the six states showed great range and variety within each state. Also there was great range in number of guides produced; one state published more than three times as many as the state with the fewest.

The majority of the guides emphasized curriculum content and functioned as guides to classroom practices. Many of them outlined teaching and resource units. Another large proportion were instructional in content. They were organized primarily as handbooks or manuals for use by the teacher. The full spectrum of department publications revealed publications in these categories:

A. The Administrative Guide

   1. Program Development
   2. Business Management
   3. Standards

B. The Guide to Supplementary Services

   1. Curriculum-Related Services
   2. Supportive Services

C. The Educational Report

D. The Student Guide

E. The Curriculum Guide

   1. Curriculum Planning
   2. Instructional
   3. Content

Typically, guides are prepared in response to the needs of classroom instruction, and most frequently because teachers and local administrators have made the request. Frequently, too, the aggressiveness of the department consultant in the area affects production.

The responsibility for preparation of a guide is placed on the consultant staff in the subject area, who follow the accepted procedures for organizing the process of development. Usually they serve as consultants to a writing committee of selected local school personnel. Only in three of the states are full resources available for study and writing.

The decision to publish the guide may be made on three levels: the division director, the chief state school officer, or the state board of education. Initial distribution is usually made to the administrative units of the state, accompanied by a form for bulk order. Individual requests are accepted and change is frequent.

Orientation to the guide is performed through direct contact with teachers, usually at local or regional in-service meetings.

The guide receives numerous evaluations prior to publication, but evaluations of its utility or the dissemination procedure are negligible and field tests are infrequent.

Evaluation

Strengths and Accomplishments

The major strength of this study is its thoroughness and depth. The associate researcher, experienced with curriculum guides and with research activity, documented the full process of guide development from inception to field evaluation.

His efforts pointed out the range of guide activity in the participating departments, acquainting each state with the variations.

Another unique contribution and strength is the identification of the optimum process and procedures through which a guide should proceed. When this becomes available to the departments, it will give them access to a continuity and sequence not now followed.

Weaknesses, Limitations, and Problems

The competence of the associate researcher resulted in less involvement of the Project staff in this activity than in others, and therefore less feedback of data to the departments. This, in part, may be responsible for the loss of participation of two states in the final phase.

The loss of full regional participation can only be recognized as a massive weakness for this study and for full Project activity.

There is strong probability that this study has less research weakness than any of the Project's other activities.

Impact

No impact can be assessed at this time.

STATUS STUDY ON THE USE OF MEDIA BY CONSULTANTS

Description of Activity

Discussions in several of the early Policy Committee Meetings established that consultant services could be extended in two ways: intensification of contact and communication with local school people, and provision of this intensive communication to more of them. This was stated more succinctly at first by the question, "Why aren't we using television to work with teachers?" This concern was broadened to question the lack of use of the many media that were available; the overhead projector, programmed materials, single concept films, and tape recorders were among the newer media mentioned. The implication was obvious that media could be a most profitable source of new roles to be designed and evaluated.

Thus, Hypothesis 3 was written into the Project design: "That state department of education instructional leadership roles in the activity of providing consultant services can be made more effective through the use of media."

Purposes

The study was designed to identify the media which were available to consultants, where they were stored, how access to them was secured, and the frequency with which the media were used. Additionally, based on the consultant role study and other experiences of the state staffs, it was anticipated to find the hindrances to utilization and the reasons for non-use. Items of philosophy and knowledge concerning the newer media as well as test scoring and computer analysis facilities were to be included.

Methods and Procedures

The first plan for this study anticipated an interview-checklist instrument to be used with a sampling of the consultant staff and a checklist of equipment and facilities to be completed by the state coordinators. This was abandoned because qualified consultants could not be secured.

The second plan brought media specialists from the six departments to a two-day meeting (November 14 and 15, 1967) with the limited objective of establishing the availability of communications media in departments and the variety and extent of their use by consultants. Slight emphasis was also given to identifying expansion plans of each department in media.

The Director of the Atlanta City Schools Media Center conducted the meeting, but, because of other duties and his impending retirement, he was not available for the subsequent task of analyzing and reporting results. Eighteen media specialists from the departments attended; state representation ranged from one person to four persons; specialists included librarians, video consultants and technicians, consultants in media (to schools), and media administrators. The meeting sessions were taped and members of the Project staff made notes.

Two persons with background in this area began the task of compiling the data into a report, but for personal reasons neither was able to complete the task. A third associate researcher utilized the tapes and notes to develop a questionnaire instrument for use with a small sampling of the department consultants by the state coordinators, and a checklist instrument to be completed by a larger sampling. These were completed in late October, 1968; the Project staff could not administer them at this late date. A report of the descriptive information secured at the meeting may yet be prepared for publication; it will be attempted during the last days of the Project.

Summary of Findings

Because of their significance, general statements citing some of the findings are appropriate; the drafts and outlines mentioned above sufficiently delineate these findings and the participants in a few states have developed changed plans because of them.

1. Several of the state departments have optimum strength in single areas of media; no state is strong in all. Media administration in one state was optimum; it was organized as a division with sections including a professional library, media production and storage facilities, a learning resources center, and a mobile unit for the consultant. In another state the television facilities were optimum; they included complete production facilities, statewide state-owned station coverage; and a consultant staff exclusively for TV programming.
2. Except in one state there are no inventory, central storage, or training programs for the portable media and hardware owned by the departments. Individuals initiate action to purchase media and retain them in their possession for use. Only two states have departmental facilities where transparencies and similar types of materials are prepared for the consultant upon his request.
3. Television is variously organized. In two states it exists outside the department and in one of them the department is in a client relationship; in the other, television maintains its own relationship to the schools. In two other states, television forms a division within the department; typically, there is little communication between the divisions, and when programming is done, it is on television terms.

4. Two states do not have a media specialist or consultant to work with local schools; these two and one other state lack a specialist in media with the responsibility to provide media service to department consultants.
5. No department could make any reliable estimate of media use.

Evaluation

Strengths and Accomplishments

Sharing the descriptions of existing facilities and services and the plans each department had made broadened the horizons of every participant. There was much follow-up discussion outside the meeting sessions when individuals pressed experienced persons for additional information in their areas of specialty. Similarly, the early effort to define media and to list individual media items improved individual definition of both the concept and item availability in the field.

The demonstration of range in both activity and sophistication in the area of media stirred disquiet and concern for their states in several persons. Knowledge, skill, and capacity allowed several of the participants to receive early recognition as experts.

Weaknesses, Limitations, and Problems

The information secured at the meeting, except as general findings, is unreliable for several reasons. One, the descriptions were not complete because the reports were not based on fact finding, inventory, or study but rather on experience and hear-say. In one or two cases, the press of regular work did not allow the requested preparation for the meeting to be done. Two, the definition of media varied for the states and for persons within a state. Three, those who reported last, in many cases, responded in terms of earlier reports.

Media as a field is too broad for a single study; each area has its specialties, specialists, and adherents with localized skills and outlooks. For data in depth, each area needs separate study. An additional problem, probably unsolvable, is an evaluation of which media area has the capacity to best do the communication job. For example, will single concept film or television better communicate with local school personnel?

Impact

There has been no measured impact in the departments. Our only indications of effect have been several inquiries and urging of the production of the report of the meeting. In each case, the implication has been that the report would contain information valuable to the inquirer. Two of the states have requested opportunities to meet again.

TOPICAL WORKSHOPS

Description of Activity

In the summer of 1967, the Regional Curriculum Project sponsored a series of ten topical workshops. These were co-sponsored by various universities, which provided workshop directors. The topics of the workshops grew out of Project experiences, and all of them were directed toward activities of department consultant staffs. Suggestions for the topics were identified through work with the local school projects, data from the consultant role study, and needs expressed by department staffs. Selection of the personnel to attend each workshop was a responsibility of the Project coordinator in each state.

Purposes

The primary purpose of the topical workshops was to provide opportunities for the participants, after close examination of specific problem areas confronted by state departments, to suggest new ways of dealing with them. It was envisioned that, once personnel from any single state department or group of departments had identified a possible approach to change as being applicable to a problem they recognized, the Project would provide any assistance, financial or otherwise, needed to develop and implement a role change. For its own purposes, the Project would phrase each program of change in terms of a research hypothesis and undertake studies to discover what change, if any, actually resulted from its implementation. Thus, the topical workshops were seen as a part of Phase III of the Project's activities.

Suggested programs for experimentation with strategies of change were anticipated from the topical workshop on each problem area. The ten workshops were:

- State Department Instructional Division Organization (Auburn, Alabama);
- Orientation of New Employees (Auburn, Alabama);
- Department of Education Innovative Practices and Other Exemplary Activity (Raleigh, North Carolina);
- Developing Local Leadership (Athens, Georgia);
- In-Service Programs for Teachers—What Things are Possible (Athens, Georgia);
- The Potential of Computer Test Analysis for Classroom Instruction (Athens, Georgia);
- A State Department Data Bank—A Service for the Consultant (Athens, Georgia);
- The State Department and Teacher Training Institutions (Columbia, South Carolina);

- Re-Organization of Small Local School Districts with Emphasis on Consultant Contribution (Columbia, South Carolina);
- State Department Planning: What – Why – How (Tallahassee, Florida).

A related purpose of the topical workshops was to provide opportunities for state department personnel from different states to meet, share ideas and experiences, and become informed about the latest developments in the problem areas discussed. This was seen as a prerequisite to carrying out the primary purpose. Finally, it was planned that ideas presented at the workshops would be disseminated later to a wider group than was able to attend the workshops, with the hope of stimulating further change efforts.

Methods and Procedures

Topical workshops lasted from three to five days each. Those involved, besides the state department personnel attending, included in each case a workshop staff and several consultant-speakers, persons possessing special knowledge in the particular problem area concerned.

Totals by states of department of education personnel who attended one or more workshops are: Alabama, 31; Florida, 58; Georgia, 27; North Carolina, 11; South Carolina, 20; Tennessee, 9.

The schedule of each workshop included three different types of activities:

- speeches by consultants;
- discussions;
- free time, including informal luncheons and breaks.

In planning the workshops, the free time element was considered particularly important.

It was hoped that out of these periods would come, first, the participants' identification of possible approaches to change as relating to their actual situations and, second, their development of specific strategies of change.

Audio or audio-video tape recordings were made of each session, and reports were later prepared and published by the central office staff.

Summary of Findings

In terms of the primary purpose of the topical workshops activity, there are no findings to report. In no case did state department personnel attending a workshop take the initiative in formulating strategies of change. Consequently, no research hypotheses emerged to move the Project into its final three phases. Possible reasons for this unsatisfactory result are discussed below, in the subsection on "weaknesses, limitations, and problems."

Evaluation

Strengths and Accomplishments

At the conclusion of each workshop the participants were asked to evaluate it in many of its aspects. On a five-point scale the professional aspects–consultant presentations, materials and resources, and work activities–ranked high, at the four level. One state held a workshop evaluation session at the end of the summer, whose participants had a less favorable reaction.

The topical workshops provided some stimulating contacts for participants through exchanges of ideas and points of view with state department personnel from other states, through associations with guest speakers and consultants, and through contacts with professionals outside of education.

The programs, it was agreed, were staffed with consultants, speakers, and directors whose insights in most cases were quite useful. The manner in which the programs were structured provided some challenging ideas, questions, and implications for participants.

Group interaction, whether in large or small groups, proved rewarding to many participants, who stated that results from this phase of the workshops will likely have long-range value.

Through these workshops many of the problems confronting educators were identified, solutions were suggested, and, in some instances, solutions were analyzed and demonstrated.

Most important were the efforts made to delineate the role of state departments of education as leaders in initiating change.

Weaknesses, Limitations, and Problems

The ratings secured from the participants at the close of each workshop were low for the non-professional aspects–clarity of the workshop objectives, pre-workshop information and orientation, and housing and subsistence arrangements.

Though appraisals of the workshops have been characterized, for the most part, by positive statements, many participants agreed that the major weakness in the workshops was failure by consultants and directors to structure the program to the level of the participants' needs. In several workshops the presentations were not sophisticated enough for the participants who were specialists; in others, the range of interest and knowledge of the participants was too great for the limited objectives of the workshop.

It was almost unanimous that the same results could have been accomplished in a shorter period of time. Shortened sessions did not result in dialogue with participants from the other states as intended.

In spite of the provocative and timely nature of most of the lecture topics, many participants found the small discussion groups rather lame, lacking in participation, and without well-defined purposes. Discussion leadership was not taken by the participants, and Project and workshop staff had to accept the responsibility.

In many instances the wrong personnel were in attendance. They were representatives of their state, oriented to reporting back significant experiences, rather than participants in the solution of current problems. As individuals, they did not have personal interests or needs.

Impact

There has been feedback to the state coordinators' offices and to the Project central office. Requests for some of the materials used and for some of the products which were developed have been received. Examples of the requested items included the structural diagrams from the Division Organization workshop, the orientation schedule and program from the Orientation of New Employees workshop, the list of service tasks for intermediate school districts from the Reorganization of School Districts workshop, and the grid design for task assignment of department staff from the "Planning:What, Why, and How" workshop.

Planning was a recurrent theme. Major agreement was reached that departments should assume the leadership in coordinating the local school, the department, and the university roles, and in coordinating the state and federal roles in planning for evolving educational programs.

Another dominant theme was the demand that the department respond to the needs for additional communication and media services such as those available to the Project and workshops.

Future implications were included in the comments on one participant who stated that "even if the various state departments had to share the cost, topical workshops should be continued; for many 'spin-off' benefits developed as a result of having talked to representatives of other state departments."

DEVELOPMENT OF A FOUR-STATE CURRICULUM GUIDE FOR ENGLISH

Description of Activity

One of the goals of the Regional Curriculum Project was to ascertain if joint efforts of the six states would be possible in a curriculum area. Also, because one of the major areas of Project activity was that of curriculum guides, it was especially appropriate that cooperative development of a guide become the topic of a first working hypothesis in the participating states.

During the local school project planning workshop in the summer of 1966, the English consultants from Tennessee, Georgia, and Alabama suggested and pressed for support of study activity around an English curriculum framework idea which had originated in 1960 out of a workshop series held for Georgia teachers. During the last week of the workshop the idea was given additional strong support by the reading consultant from South Carolina and the English consultant from Florida. They received a commitment for early consideration from the Project director.

The initial Project consideration to work in this activity came in the early months of 1967; but because of the heavy workload of the status studies and the need to develop first a clear concept of Project design and operation, it was disfavored by the Policy Committee. In June, 1967, after continuing suggestion by the English consultant group, the activity was initiated with a study session in Atlanta; later sessions were held at Sarasota, Florida, in August, and at Athens, Georgia, in October. The purpose of these sessions was to study the framework, still incompletely developed.

The group structured themselves as a committee of the Project and accepted the hypothesis, "Local school educational programs and consultant role performance will be improved through the development of and dissemination of a six-state curriculum guide."

Purposes

This study was designed to develop cooperatively a curriculum guide in English, prekindergarten through grade twelve, and to use the guide under experimental conditions in pilot schools. It was assumed that innovative materials and techniques for disseminating the guide and introducing it to teacher use would be a later part of the activity. Also, because the framework was on the frontiers of English development and uniquely correlated the three major study areas – language, composition, and literature – into a single teaching relationship, a full program of "new English" study with consultant assistance was planned.

Methods and Procedures

Two of the study sessions mentioned above were self-study in nature; the six consultants met to orient themselves to the framework. The third session included consultants and college professors of English, who examined the framework critically.

The staff of the Project provided much service in the production of materials for this activity in order to have the materials available when needed. Primarily this included part of the typing, all of the formating, and costs of chart production and book publishing of the framework for Project-sponsored meetings and work sessions. Extra copies of the charts and the book were provided to all of the cooperating states except Georgia.

Two work sessions were held with local school personnel participating. The first, December 8-9, 1967, was primarily to orient to the framework the local school English teachers who would be using the materials in experimental situations. Ten persons, English teachers and supervisors and the department English consultants from the six states, were in attendance. They examined the "Framework in Language" and then developed concept continuums and teaching activities in the unique design style of the proposed curriculum guide. This was the first work attempted on the guide intended for use by teachers.

The second session was a two-week workshop attended by ten local school teachers and supervisors and the English consultants from the four states electing to continue participation in the study. It was held July 8-19, 1968, at Berry College and in the facilities of a Title III, ESEA, Project in English and reading which provided access to an unusually excellent accumulation of materials. Rough drafts of eight horizontal units were completed.

The English consultants from the four departments, individually and in two two-day work sessions in Atlanta, have been putting the units into final form for publication. Three of them are being made ready for the printer; the remaining five are in various stages of rewrite by the department consultants. The Project will publish those that are completed in time in a token number of copies (1,000) for distribution to the cooperating states.

One other recent service of the Project should be mentioned. The Georgia Department maintains activity of its own for continued refinement of the framework and produces TV tapes for the training of teachers in use of the new curriculum and for the orientation of local schools to the new materials prior to their introduction. The other department consultants have invitations to attend or visit in all of these, and the Project has brought them to special sessions when unusually good educational experiences were expected.

Summary of Findings

There are no findings concerning the hypothesis. The first phase, cooperatively developing the guide, has only started; the phases of disseminating the guide and introducing it into classroom use, and the evaluation of these phases, have not begun.

Evaluation

Strengths and Accomplishments

Two strengths of this activity must be emphasized. First, the department English consultants worked together closely and with unusual rapport. Much of the product which resulted was homogenized from the knowledge and experience of all of them. Similarly, they were strengthened in subject matter by close contact with national leaders in the area of the ''new English.'' Their enthusiasm and persistence in maintaining the activity, in spite of reticence in some of their departments, indicates the importance they assigned to participation. Second, the local school personnel enthusiastically, cooperatively, and without concern for state lines, participated in the development of the guide. The unique structure of horizontal units made sense to them. One state's representative reported in a Policy Committee meeting that he had never known his people to show so much enthusiasm over an activity before.

Other strengths included the quality of consultants who participated in the continuing development of the framework. Although these were continuing consultants to the Georgia Department, they welcomed Project involvement and readily expanded their activities to fit the needs engendered by bringing in the other states.

The fact that this hypothesis is operative even with four states is in itself a major accomplishment. It is the only hypothesis utilized which involved planned role change of the type outlined in the proposal which funded the Project.

Accomplishments, too, include the refinements which cooperative study and analysis gave to the framework previously prepared and copyrighted by Georgia, and the eight unique units of the curriculum guide, which remain to be published.

Weaknesses, Limitations, and Problems

At the urging of several department English consultants, the Project director attempted to begin this activity soon after its suggestion. This was during the Project's first phase when self-study, organization, and planning activities required the attention of the staff and the Policy Committee. Also, all of the Project activity was occurring in Georgia— an overwhelming proportion of the expenditures, the workshop at Athens, Policy Committee meetings, and almost weekly staff work sessions in

Atlanta. This activity suggested more Georgia dominance because the framework also was a Georgia contribution.

Later, in the spring of 1967, use of the hypothesis was again suggested, which led to the meetings of the English consultants from the six departments in June, August, and October, and a work session with local school persons in December. Discussion of these involvements at the December, 1967, Policy Committee meeting indicated that apprehension existed because some aspects were not clear: the distinction between the framework and the curriculum guide to be developed and the effect of a Georgia copyright on the framework were two. Also the the character and appropriateness of the activity were questioned: how did it fit into Project objectives, and was it a strengthening of state department English consultant activity or a curriculum guide activity? Georgia withdrew the Framework as a base for cooperative activity except as individual states desired and requested the Project to continue support and involvement. By April, three states had made the request to be included in the activity.

Another limitation must be mentioned. There is strong prejudice against a regional or common publication. Several of the Policy Committeemen (who are also directors of the divisions of instruction) have stated that any cooperative product would be given final adaptations to make it a unique state product.

Impact

The state department English consultants have had educational experiences on the frontier of English not otherwise available to anyone, and several have learned a lesson from not maintaining adequate communications within their departments. Those still involved have requested that the Project Director search for ways and funds to continue their activity.

Similarly, the local school persons had educational experiences in their field. The Project has received reports that they have used their new knowledge in local curriculum work and in the classroom.

RESEARCH ROLE STUDY

Description of Activity

As a result of the research assistance provided to the local school projects at their planning workshop, many of them continued to request research aid from the Project staff. They were referred to the research personnel of their state departments, and thus began dialogue which led the state staffs to request the opportunity for interstate interchange. The requests from local schools for assistance constituted only one of several new problems to confront the researchers. Evaluations of federally funded projects, department long range planning duties, and a desire to participate with consultants in the regional activities added to the complexity of their jobs.

The hypothesis accepted by them, although more restrictive than they desired, was, "Local school educational programs and consultant role performance will be improved through the delineation of the departments' research role in servicing the instructional division."

Purpose

The research role study was planned to accomplish the following objectives:

- • • • To identify ways in which research staffs might contribute most productively to the effectiveness of consultants;
- • • • to define the role of a department research staff in terms of changing educational needs of the department;
- • • • to suggest possible new roles in terms of changing purposes of education, new emphases on inter-agency cooperation, and new approaches to improved services by state departments;
- • • • to share results of recent research efforts among state departments and to refine plans for continued sharing of research findings;
- • • • to anticipate regional efforts in educational research which might be of value in the six-state region.

Methods and Procedures

Two meetings of research personnel from several states were held. The first, July 10, 1967, was in Atlanta, Georgia; the second was at the University of Georgia, Athens, August 20, 1967. Five states, but not the same five, were in attendance at each.

Additional meetings were not scheduled. Scheduling conflicts, last-minute emergency absenteeism, and resignations and changes from the research position to other job assignments combined to cause attendance turn-over from the first conference in Atlanta to the subsequent conference in Athens. Moreover, some in attendance had primary interests which had little to do with research.

Summary of Findings

No findings were accumulated although tape records were made of both meetings.

Evaluation

Strengths and Accomplishments

Each state described its current activities and provided copies of publications by the research division to the other states. There was a great variance in type of work done and degree of sophistication of activity described.

The topics discussed at these conferences included departmental organization for educational research; areas in which research had been accomplished; areas in which research was anticipated; responsibilities to research activity developing out of Federal funding; procedures for effective interpretation and dissemination of research findings; means of refining research techniques; ways of cooperating with other agencies and institutions in developing functional research programs; and needs for clarifying and possibly modifying existing roles of those state department personnel who are responsible for educational research.

Weaknesses, Limitations, and Problems

Though some humility was evident, these meetings were characterized by a conscious or unconscious effort to mention how much each state was doing or had done.

Those who were able to attend these conferences agreed to put in writing overall purposes, activities, and services of their respective state departments relative to educational research and to share these with every other department in the project area. This well-intentioned agreement was partially effected; but, for very good reasons, the task was never completely accomplished.

Plans are underway, with the state departments of Florida, North Carolina and South Carolina taking the initiative, to resume efforts toward realizing the original objectives of the research role study.

Impact

No evaluation or estimate of impact can be made.

TEACHER AIDE STUDY IN SOUTH CAROLINA

Description of Activity

With the passage of the Elementary and Secondary Education Act of 1965, the number of para-professional teacher aides employed by South Carolina schools increased greatly. Chiefly, they worked with underprivileged children, and there was much concern that little was known about the characteristics of those who were employed or about the characteristics needed for this type of relationship and these duties.

The continuing increase in hiring of these personnel, and an absence of policy or procedures at the State level, led to formulation of this hypothesis: "Local school programs and consultant role performance will be improved through the development of departmental guidelines for use with para-professional personnel."

Purposes

The Department was interested in describing the role of the consultant staff in training, servicing, and working with the teacher aide. Many questions of a policy and guideline nature existed. Should the State make requirements of the teacher aide? Should he have a physical examination as a condition of employment? Should he meet any type of curriculum standards?

To answer these questions, the Department needed much more information about the teacher aide than was currently available. What was his age? What was his status as a worker with professionals? What experience did he have in working with children? Did he have any training? Was he undergoing any kind of in-service training?

Thus, a two-phase study was planned. The first was to be a survey of the present status and characteristics of teacher aides. The second was to be a research phase which would culminate in the development of a guidelines publication.

Methods and Procedures

A planning committee from the Department and an associate researcher employed by the Regional Curriculum Project developed a questionnaire instrument for the survey. Previous studies made by North Carolina and Florida helped in the formulation of the instrument and provided the possibility of some regional utility.

Although more than 400 teacher aides were employed in the state, the study sample selected the 258 employed with ESEA Title I funds. These names and addresses were readily available and this was the population of primary interest.

In May 1967, the instrument was mailed with a request for response by June 5. Two hundred nineteen responses (84 per cent) were received.

The data were tabulated by the associate researcher, and with his assistance a presentation and analysis of the data was prepared for publication by the Project staff. Copies of this were distributed to Department staff and were used as the basis of discussion and study at the superintendent's workshop in July.

No attempt was made to interpret or to draw any conclusions from the report of the questionnaire response, which must be considered a preliminary report.

Summary of Findings

The ages of the majority of aides were under thirty years but the range was from twenty-one to sixty-six. Almost half of them had some college experience and all but a few had graduated from high school. Many had had experience with children, frequently as substitute teachers and frequently through church facilities.

Only about half of them received any pre-service or in-service training, and a few were given instruction in operating audio-visual or duplicating machines after assignment.

The responses indicated concentration of aides; a few counties employed many aides, but most counties employed only a few.

Most of the aides worked at the elementary level and worked from twenty-five to forty hours weekly. The salary range was wide, from $150 to $300 per month.

There was a great diversity in the duties performed. Only six tasks were performed frequently by a majority of aides: helping at lunch, helping on the playground, typing, preparing stencils, assisting with class instruction, and insuring proper ventilation.

Evaluation

Strengths and Accomplishments

The percentage of response from the sample population was high; the findings are undoubtedly valid. Rapid tabulation and publication made the information available when it could have its greatest impact.

Weaknesses, Limitations, and Problems

The questions concerning pre-service and in-service training were not adequate in depth; no indication of the subjects and activities of training were secured, and no questions asking for an indication of training needs were included.

Also, the study has not progressed into its second phase because the associate researcher joined the Department and was not available for continuing activity with the Project.

Impact

The Department of Education is concerned with teacher aides, as are the Teacher Education and Professional Standards Commission and programs created unter the Education Professions Development Act and the Manpower Development Training Act. Consequently, the Regional Curriculum Project is not solely responsible for what has happened since the Teacher Aide Study was initiated. Certainly, however, it played a part in setting the stage for subsequent developments. Certainly, too, it gave basic data and pointed up the need for further action.

A committee of the Department of Education held a series of meetings to discuss teacher aides. It was agreed that teacher aides fell into two categories: service aides and instructional aides. Under the first category are those doing clerical, housekeeping, and monitorial duties. It was decided that they should have at least a high school certificate. Under the second are those who give instructional assistance and render technological services. These should have two or more years of college training, the committee determined.

An agreement was worked out with the Technical Education Commission, which is interested in helping the service aides to become teachers. A project was submitted under the Manpower Development Training Act to finance a program. This program, now in the project planning stage, consists of both pre-service and in-service courses.

The Department of Education, through the Division of Teacher Education and Certification, was keenly interested in the possibility of training instructional aides to make them employable as professionals rather than as para-professionals, and a project is in the planning stage.

ATTITUDE OF THE DEPARTMENT TOWARD ITSELF: NORTH CAROLINA

Description of Activity

The Attitude Survey was developed primarily for the purpose of determining attitudes toward state departments of education held by local representative educators – superintendents, central office staff, principals, teachers, and other local school personnel. It was intended that the comprehensive findings from this Survey constitute a firm basis on which further improvements in state departments might be effected. Data available through this instrument, it was felt, might properly be useful in bringing about desirable changes in persons, activities, services, and relationships. It was anticipated that the same instrument be administered toward the conclusion of the projected five-year study, hoping that any positive changes in attitudes toward departments might reflect positive changes in departments.

Purpose

At the Stone Mountain (Georgia) conference in May 1967, preliminary reports were made relative to the superintendent responses which were first available. Top-level representatives from each of the six states attending this conference indicated considerable optimism relative to the possible values which might accrue from judicious use of the findings of the Attitude Survey. So pleased were the North Carolina representatives at the Stone Mountain conference (Dr. Joseph Johnston, Policy Board member; Nile Hunt, A. G. Bullard, and Dr. J. L. Pierce, divisional directors) with the apparent usefulness of the preliminary findings that they suggested the same instrument be administered to North Carolina State Department personnel as a means of determining how staff members viewed themselves, their activities and services, and the State Department itself as a total entity in terms of its being a dynamic central state agency. It was recognized that this instrument, administered to the North Carolina State Department staff, would provide another working hypothesis: namely, "that local school programs and consultant role performance will be improved when the Department knows its attitudes toward itseif."

Methods and Procedures

Though the instrument was not designed for state department personnel, 112 members of the North Carolina Department of Public Instruction, representing general education, special services, educational media, school planning, and vocational education, were invited by North Carolina's three divisional directors who attended the Stone Mountain conference to complete the seventy-item attitude section of the Attitude Survey. A total of 101 staff members, or 90 per cent, responded to this request. The data were tabulated by computer at the University of Georgia Computer Center with print-outs being made immediately available to the Department. Also, these data and the responses to the Attitude Survey instrument by North Carolina superintendents were combined into a publication, "Report of North Carolina Responses: Superintendent-Department Staff," and distributed to the Department in August, 1967.

Method of Reporting. The responses of the Department staff and the superintendents were presented in parallel columns to facilitate comparison. The seventy attitude items were organized into related groups and the per cent of response to each rating, the mean, and grand means were presented. Later the data for the other respondent groups became available also in print-out form and in a booklet. The Associate State Superintendent then appointed a special committee with the responsibility for analysis and interpretation of all North Carolina data concerning the attitude survey. This committee had the advice of Project staff members, as well as that of research specialists from the University of Georgia, in completing North Carolina's own report, "Development, Administration, and Analysis of the Attitude Survey."

In interpreting data relative to the ten clusters, overall generalizations which seemed to indicate fundamental attitudes toward a cluster topic were followed by specific comments concerning various items in each cluster. This interpretation was based on the recognition that no single item constitutes a factor, and that undue emphasis on any item might be misleading and actually dangerous. On the other hand, it was recognized that item-by-item analysis of attitude statements, undertaken with extreme caution, could be very valuable.

Though numerous reactions to the items in the instrument fell in the positive end of the scale, a number of reactions were neutral, quite a few were negative, and in many instances no responses were made. Since, of necessity, much of the possibility for improving the Department of Public Instruction must center around ways of changing uncertain and negative attitudes, many interpretative and suggestive comments relative to such attitudes and relative to the percentages of blank responses, were ventured.

Following general interpretation of clusters and specific interpretation of various items in each cluster, certain broad recommendations were made in terms of conclusions and implications. Recommendations sometimes overlapped from one cluster to another; this in itself seemed significant.

Summary of Findings, Interpretations, and Recommendations

For the ten clusters, each of which is composed of five to eleven statements from among the seventy items in the Attitude Survey, the following information was given:

- brief overall description of concepts included in the items which compose each cluster
- chart showing mean ratings for each item in cluster by classification for each item of cluster
- descriptive interpretation of each cluster as a cluster and of specific items in each cluster
- recommendations in terms of statistical data and in terms of implied opportunities for improvement

Reaction percentages reflecting positive attitudes were considered together for purposes of interpretation; in like manner, percentages reflecting negative attitudes were considered together.

For the most part, Department staff members responded favorably toward the eight items in the cluster on "personal attributes of staff;" nevertheless, data from Department personnel and from representative local educators provoked several recommendations, among them the following:

- Plans for increasing effectiveness of Department personnel should include continuing evaluation of Department programs and activities as well as self-evaluation on the part of individual staff members.
- The leadership role of State Department personnel should be clarified.
- Determined efforts should be made to create a climate within the Department in which innovative and challenging ideas may be explored.
- Positive contributions of individuals and groups within the Department should be recognized.

Department staff members found relatively few negative characteristics about their own work habits. Respondents to the state survey for the six items relating to "work habits", however, gave the staff a low rating. Of several recommendations which were made in this area, these are typical:

- Intensified efforts should be made to provide immediate action on requests from local administrative units; and, when this is impossible, explanations should be made.
- Additional emphasis throughout the Department should be placed on the importance of individual staff members' setting a professional example through their work habits.

Reactions to the eleven items in the cluster on "staff work concepts" indicated wide divergency of opinions among Department staff members and among representatives of local educators, with the result that several significant recommendations were made. Department staff members were most positive in their belief that they themselves do respect the judgment of local superintendents and also the judgment of classroom teachers. Recommendations included:

- In view of the wide divergence of opinions among respondents to the eleven items in this cluster, it is recommended that the role of the State Department as a central agency be further defined, that the specific roles of individual staff members be more explicitly identified, and that a positive and continuing approach be made to acquaint educational and lay personnel throughout the State with the clarification of these roles. Clarification, for example, is needed relative to the amount of time State Department staff members should spend with local administrators.
- Decided variations in the reactions of State Department personnel to the items in this cluster suggest the need for improved intra-Department communications.
- A more determined effort on the part of the State Department should be made to eliminate "unnecessary" red tape.

In the area of "communications" Department staff members rated themselves rather positively on each of the five items in this cluster, with the most positive reaction being given to the item concerning the value of materials and publications disseminated through the State Department. Disagreements occurred among respondents to the items in this cluster, and there were many neutral-negative responses, especially from staff members. Recommendations growing out of responses to this cluster included:

- In view of the wide divergence of opinions as reflected in responses to the items in this cluster, an in-depth review of communication policies and procedures, skills and techniques, is strongly recommended.
- Approaches to improved communication procedures should be so conceived and so structured that the dissemination lag within the Department and between the Department and local administrative units might be eliminated.
- Further efforts should be made to clarify the communication role of State Department personnel as individual members work with local administrative units.

Department staff members responded favorably to each of the seven items composing the cluster on "change, research, and innovation," with the most positive response being associated with the concept that State Department personnel are willing to cooperate with local school personnel in developing new projects. Nevertheless, the large number of negative and neutral responses among staff members, as well as among representative local educators, prompted specific recommendations, among them these:

- The rather impressive percentage of negative responses to the items in this cluster suggests the need for a program designed to encourage innovation and research on the part of State Department personnel.
- Additional opportunities should be arranged for State Department personnel to observe innovative and experimental programs in other states and to share their observations with Department staff members and with personnel in local administrative units.
- Cognizant of the fact that creativity which results in educational improvement requires time for thinking and planning, it is recommended that there be organized within the State Department a permanent component whose chief responsibilities would include planning, implementing, and evaluating experimental and innovative programs, not only within the Department but also in local administrative units. This planning group, it seems, should be free from routine duties which might tend to inhibit or restrict initiative and innovative action.

For the six items in the cluster on "report and data collection," Department personnel reacted at a low positive level, suggesting thereby a definite need for overcoming whatever deficiencies may exist. Recommendations included:

- Positive efforts should be made to acquaint all persons responsible for data collection and reports with the potential educational values underlying these processes.
- A thorough study of State Department reports and procedures for data collection, processing, and dissemination should be initiated, with emphasis being focused on the possible desirability of a central computer system whose efficient operation would assure additional accuracy, reasonable promptness, absence of duplication, and wider dissemination of useful information.

General reactions from Department staff members relative to the five items in the cluster on "certification" indicated neither an overall positive feeling nor a strong negative feeling. Cluster means for each item tended toward the positive, however. Recommendations relative to this cluster follow:

- Positive and conscious efforts should be made to describe standards and regulations for teacher certification in such a forthright manner that teachers themselves, especially beginning teachers, may be certain of their content.

- Continuing evaluation of certification standards should assure the refinement or elimination of any standard which does not improve the quality of teachers.
- Increasingly, certification standards should reflect the attitudes, the understandings, and the vision of public school personnel, as well as State Department staff members, and personnel in teacher-preparation institutions. Simultaneously, all persons interested in certification standards should be made aware of this cooperative approach toward excellence.
- Continuing and intensified initiative should be assumed by the State Department in acquainting college personnel with certification requirements for new teachers.

Cluster means for each of the six items in the groups of statements pertaining to "department practices and services" for Department staff members tended toward the positive, with a strong positive reaction being registered for the idea that services provided by the State Department have made a significant contribution to public education. Staff members indicated, however, that divisions of the State Department are rather poorly coordinated. Among the recommendations made, the following are suggestive:

- Additional and continuing emphasis should be placed on refining, updating, and expanding Department publications, since evidence is abundant that this area of communication and service is highly useful and very much appreciated.
- Concentrated attention should be given to more effective coordination within the Department in an effort to eliminate duplication of requests for information from local administrative units and in an effort to provide an unfragmented, comprehensive program of education for all students.
- An in-depth study of Department philosophy, services, and functions should be undertaken in an effort to enhance the leadership and service roles of the Department and to distinguish between the two roles, especially in the area of curriculum development.
- Greater effort should be made to provide immediate action on requests from local administrative units.

In the significant area of relationships between State Department personnel and educators at the local level, perceptions among Department staff members, as well as among representative local educators, vary from a high positive to a number of neutral and negative reactions. Data, for the most part, suggest a generally favorable perception. Recommendations included:

- The team approach, as a technique of working with local administrative units in solving educational problems, should be further developed and widely utilized, thereby assuring consideration of the total school program rather than certain of its fragmentations.

Emphasis in this approach should be on long-range planning.

- The Department, in cooperation with local administrative units, should prepare profiles of all local school systems, which would be accessible through a central data bank, information from which would enable Department personnel as well as local staff members in becoming familiar with all factors affecting local educational programs. (Data might include such items as the following: preliminary and annual reports of local school administrators, financial data pertaining to schools, economy of community, governmental and political structure of community, and continuing efforts to improve schools.)

In the final cluster pertaining to "relations with institutions of higher learning," Department staff members indicated no clear-cut negative or positive reactions. The lowest of all cluster means for the five items included in this group was associated with the concept that a planned program exists between the State Department and teacher training institutions for the exchange of information. Recommendations resulting from reactions to the items in this cluster include, among others, the following:

- Further efforts should be made by the State Department to involve actively additional college and university personnel whose interests and competencies fit them for cooperative planning, writing, and evaluating in the area of developing State standards relative to accreditation, certification, and the like.
- A planned program for sharing significant and pertinent information between the State Department and teacher training institutions should be cooperatively formulated and implemented, with the initiative being taken by the State Department.
- Through various avenues of involvement on the part of the State Department staff members and personnel of teacher training institutions, conscious and continuing efforts should be made to understand and respect each other and to share in such planning and decision-making as will be mutually beneficial.

For all seventy items in the Attitude Survey, Department staff members, next to superintendents among local respondents, indicated more favorable attitudes toward the Department than did other groups of respondents. Department personnel, at the same time, indicated the fewest negative responses to these seventy items and next to the fewest neutral responses. Department staff members were in fourth place relative to blank responses among the six categories responding to the instrument.

Analysis and interpretation of North Carolina data relative to the seventy items in the Attitude Survey, along with appropriate recommendations, were combined into a special report for the Project Central Office as part of its overall account of the Project and for use in the State Department of Public Instruction in Raleigh.

Evaluation

Strengths and Accomplishments

The involvement of 101 North Carolina State Department personnel in reacting to the seventy-item Attitude Survey was in itself a salutary experience. The fact that time was taken to consider seriously many aspects of State Department purposes, activities, and services resulted in wider appreciation for individual responsibilities as well as Department responsibilities in toto. Further insights into the strengths, weaknesses, and potentialities of the central educational agency also resulted from participation in the Survey. For some, renewed attention was focused on a determination to assist in making the Department an even more useful agency in the future than it has been in the past.

For the committee of five Department staff members who were assigned the task of organizing and interpreting the data which resulted from this involvement, and in turn making pertinent recommendations, this experience was altogether beneficial. Interaction relative to accumulated data, especially as overall recommendations for improvement were being considered, proved to be stimulating, challenging, and personally meaningful. Certain competencies for each committee member were developed or strengthened as this analysis of data and this recommending of desirable changes took place. In fact, this committee assignment proved for its members to be an in-depth study of the Department in terms of its continued improvement.

Perhaps the most significant strength of this undertaking is the fact that there is now available a vast amount of significant data, including its analysis and interpretation, as well as numerous specific recommendations growing out of this study, which may be used for individual and Departmental improvement. Data and recommendations are available in ten topical areas:

- personal attributes of staff
- work habits
- staff work concepts
- communications
- change, research, and innovation
- report and data collection
- certification
- department practices and services
- relations with local units
- relations with institutions of higher learning

Weaknesses, Limitations, and Problems

The frequently repeated fact that the Attitude Survey was not designed as an instrument for specific use by state department personnel might be considered an overall weakness; yet its apparent strengths seemed to override its inherent weaknesses when the decision was made to use the Survey among personnel of the North Carolina Department of Public Instruction.

As indicated in the section of this report entitled, "The Attitude Survey," the instrument itself is characterized by several basic limitations: in the first place, the competencies of those most knowledgeable relative to purposes, activities, and services of state departments of education were insufficiently utilized in the formulation of the survey instrument; certain nondiscriminating statements were left in the instrument without being critically refined; specific services and activities of state departments were omitted from the seventy items composing the Survey; items pertaining to relationships between state departments and outside agencies were limited in scope; and too little recognition of variety in state activities and services was evident among the seventy items of the instrument.

Impact

The availability of so much significant data, plus the seemingly pertinent recommendations, suggests the very real possibility that this material likely will be useful in initiating desirable improvements in the Department. There is some evidence that decision-makers in the Department and other individual staff members in many instances are eager for changes which hopefully would bring about improvement in individuals and in the Department as the State's central educational agency.

Also, it was recognized that information based on the data collected through this Attitude Survey likely will lead to questions and topics for further intra-agency study and investigation.

THE ROLE OF LOCAL SCHOOL SUPERVISORS IN FLORIDA

Description of Activity

The Consultant Role Study established that the Florida Department of Education consultants, more than consultants in any of the other participating states, received their requests for services from supervisors; and they more frequently worked with supervisors, individually and in groups, than they did with other local school personnel. The trend was toward supervisors acting as liaison or "pivotal" persons between the State Department consultant staff and the teachers.

The Department requested a study of the role of local school supervisors with the expectation that department consultants with this knowledge would be able to work more effectively with them. The Department was joined by the Florida Committee for the Continuing Education of Supervisors, who desired to add to an earlier study which documented the extent and nature of the growth of supervision as a profession. The hypothesis selected for examination was, "Desirable changes in the educational program of children and youth can better occur and consultant role performance will improve when state department of education consultants have in-depth knowledge of the role perception and activities of local school supervisors."

Purposes

The purpose of this study was to provide data to the Department in three areas: (1) the professional background and work situation of the local supervisor; (2) his activities and his perception of the supervisory role and trends; and (3) his attitude toward the State Department of Education.

The personal and situational data included such personal items as age, sex, and years of experience; professional background items included degree, type of position, and teaching experience; and job description items included size of school and system, rural-urban location, and size of supervisory staff. These items not only provided a description but also could be used as variable analysis factors.

The supervisory role and trends section contained nine items, eight of which were structured and required only checking or ranking the listed responses. Changes Affecting Supervision (1) identified the extent to which eleven possible forces caused work changes. Career Pattern (2) identified which of four decision-influencing factors and which of six job sequences led into supervision. Purpose of Supervision (3) elicited a brief written statement. Supervisory Activities and Responsibilities (4) identified the frequency of work with persons in ten other types of positions and the frequency and relative priority of twenty-three job activities and tasks. Restrictions on Effective Performance (5) reported the extent to which thirteen factors hindered job performance. Special Assistance and Resources (6) reported the frequency of help received from twelve sources. Professional Growth (7) identified the frequency of participation in fifteen in-service activities, the relative contribution from them, and the five topics considered most timely out of thirteen suggested. Preparation and Training (8) identified the relative values of seven study areas, the extent of study desirable in each, and the recency of last study. Supervisory Trends (9) identified the extent to which thirteen trends were present.

The data identifying the relationship of the supervisor to the Department included items such as distance from the Department, type and frequency of contact, and the sources of positive and negative impressions. The major section requested agreement or disagreement with twenty-five positive statements of attitude toward the Department. The last section reported the frequency and relative values of the work activities of the Department consultant staff.

Methods and Procedures

The design of the study included two phases; one, to describe the Florida local school supervisory position, and the role perceptions and the relationship to the Department of the supervisors; two, to describe and evaluate the changed role activity of Department consultants after being given this information. Only phase one has been completed and no activity leading to phase two has occurred.

The instrument for phase one was developed by an associate researcher and tested with a small representative sampling of supervisors. In October 1967 it was mailed to all of the instructional supervisors in Florida, 599. Sixty-two per cent, 389, were returned and processed by computer for analysis of the variable items in Section One of the instrument.

The report, with consultive help, has been written by the Project staff. It will be printed and distributed to Department personnel, local school supervisors, county school offices, and the colleges.

Summary of Findings

The typical Florida supervisor is about fifty years old, holds a master's degree, and has had about fifteen years' experience in Florida, in the county of his present employment. He formerly taught in high school for about eight years and has been a supervisor seven years; there are about seven other supervisors in his typically large district.

The concepts held by supervisors of their role are at three levels of the supervisory process; the goal – instructional improvement; the methods of accomplishing it – assistance, leadership, and coordination; the specific areas of activity – curriculum development, in-service education, and human relations – communication.

The important factors causing change are federal funds and support by the local superintendent. Trends are toward acceptance of the supervisor as a consultant, working in a peer relationship with improved relations with principals and teachers.

Supervisors work more frequently with individuals than with groups; they deal chiefly with principals, district office staff, school office staff, and teachers.

Job activities are primarily routine administration, participation in in-service workshops, planning in-service workshops, collecting and disseminating materials, and doing public relations work. Only participating in and planning in-service workshops were rated among the most valuable activities; rated high in value were observing in classrooms, coordinating instructional programs, and coordinating curriculum development efforts.

The chief professional growth activities include participation in local and state professional conferences and personal study. The important topics of study include individualized instruction, learning theory, instructional organization, research techniques, and development of curriculum materials.

The typical supervisor has about eight contacts with the Department per year, two by visit. He is separated from the Department by approximately 250 miles.

Supervisors' attitudes are influenced most positively by programs sponsored by the Department and personal consultations. Many supervisors did not give a source of negative influence; but for those who did, it was speeches by Department staff.

The Department rated high on all attitude items; highest ratings involved communication: "inquiries were handled quickly" and "there was free exchange of information with local units." Positive and negative opinion was equally divided on the item that "an aggressive section of the Department could exert undue influence."

The activities of State Department consultants most frequently performed with supervisors were also rated by supervisors as most valuable. These included "assisting in accreditation programs," "helping develop programs for federal funding," "helping plan workshops," and "writing curriculum materials."

Evaluation

Strengths and Accomplishments

An in-depth description of Florida supervisors and the supervisory situation has been secured. It has in it much data of value to local school system administrators in their administrative role of employing supervisors and supporting their activity. State Department of Education staff should find many suggestions for modifying their role and activities as well as justification for much that they do now.

Weaknesses, Limitations, and Problems

The real interest of the Project, observing and evaluating role change, has not been translated into action in this study.

Impact

A verbal report was made to the leadership of the Florida Department of Education and the representatives of the supervision departments of the University of Florida and Florida State University. It was indicated that the report's contents would have an impact on the graduate training programs now being revised.

Upon request of the Department, this report also was presented at a Department-sponsored state meeting of supervisory personnel in November, 1968. Approximately 600 were in attendance and reception of the report was excellent.

Additional reports will be made to the Florida Association for Supervision and Curriculum Development's annual conference in January, and to a Florida Education Research Association meeting in Miami the same month.

THE STUDY OF LOCAL SCHOOL INNOVATIONS IN ALABAMA

Description of Activity

The Alabama Department of Education requested the Regional Curriculum Project to assist in the Development of a directory of the innovative instructional programs in Alabama public schools, for use by the Department's consultant staff and other professional educators of the State. It was anticipated that a compilation of this type would increase understanding and knowledge of the schools in the State and also knowledge of educational innovations and how they operated. Visitation and observation by professional and lay people, including parents and school board members, would be encouraged.

The hypothesis of the study was, "Desirable changes in the educational program for children and youth can better occur and consultant role performance will improve through knowing about the innovative and exemplary local school programs."

Purposes

The survey instrument was designed to elicit a description of each innovation with sufficient clarity and detail so that a decision whether to visit and observe could be made with confidence. The information was in three general areas: Administrative details included school, subject, grade level, number of students and teachers, and source of funds; academic details included special instructional or organizational procedures, student ability level, and time allocation; evaluation details including age of the project, future projection, visitation value, and educational success.

An additional purpose was to provide sufficient detail so that local district Teacher Education and Professional Standards Commission directors could plan evaluative visits to the projects in their districts.

Methods and Procedures

The design of the full study included three phases. Phase one was the identification of the programs through a survey instrument completed for each innovative activity by the person most involved with it. In phase two local district TEPS personnel were to evaluate each innovation with an instrument similar to an "Evaluative Criteria," and those innovations with sufficient educational values would be listed in the directory to be supplied to the consultant staff of the Department. Observation of how and to what extent the directory modified consultant role and activity, and evaluation of any new role, were to comprise phase three.

Only phase one was accomplished, and the directory which was compiled includes all of the reports which were received. It will be distributed primarily to Department personnel, local school and school district offices, colleges, and other interested education agencies.

In February, 1968, a copy of the survey instrument was mailed to each school district; two copies, to each public school principal in the state; and a copy to each TEPS chairman. This was a total of 1900 offices.

The number of innovations reported in time to be included in the tabulations for publication was 192. Approximately twenty additional responses arrived too late. More than one hundred additional responses reported no innovation.

An associate researcher abstracted the information and developed a brief description in a standardized format for each program. These descriptions comprise the bulk of the publication; also included is a list of the districts and schools, and a cross reference index according to subjects and selected characteristics of the innovations.

Summary of Findings

Two counties and six cities reported system-wide programs; ninety-two programs were in seventy-one schools of thirty-four county units; ninety-four programs were in seventy-one schools of twenty-nine city units. Although about half of the districts were represented by only one school each, several districts were represented by from two to five schools each. Typically, each school reported only one program; but almost one-fourth of them had two or three innovative programs. The programs were almost equally divided between elementary schools and secondary schools.

Reading was the most frequent subject area of innovation, but many programs were reported primarily as innovations of organization such as team teaching, individualized instruction, and scheduling variations.

The majority of programs enrolled between one and two hundred students each and grouped them in several ways; typically these included individual, small group, and large group sequence. Most frequently, the amount of student time was from five to ten hours weekly and students were enrolled from more than one grade level. Almost all of the programs provided for below average, average, and above average students, but each group was provided for separately.

More than two-thirds of the innovative programs received federal funds, and for about half of these ESEA was the sole source of funds.

About 10 per cent of the programs were in the planning stage and almost another 50 per cent of them were in their first year of operation. The evaluation of the operating programs reported them to be quite successful, indicating that visits would have educational value. This was substantiated by the typical response that most of the programs were to be continued with little or no modification.

Evaluation

Strengths and Accomplishments

The directory has been compiled, and the list of Alabama public schools willing to be identified as having innovative programs is now a matter of public record.

Because these are Alabama school programs, described by the Alabama educators most directly involved, the directory should encourage other Alabama school persons to initiate changes, both similar and dissimilar. State Department of Education staff should find that many of these programs provide educative experiences as well as serving as valuable service tools for fostering school change.

Weaknesses, Limitations, and Problems

The program descriptions are based on unverified and unevaluated responses to a structured check-list type instrument. Thus the reliability and completeness of the descriptions are open to question. Also, there is a strong possibility that many programs did not respond; time did not allow a followup to the original mailing, and there may have been reluctance on the part of some principals to acknowledge innovative activity which could bring visitation.

The evaluations of phase two would add both reliability and validity to the directory. Without this aspect, Department staff use of the directory as intended can only follow personal, on-site evaluation.

Impact

No evidence of impact has been identified.

CHAPTER THREE

IMPACT OF THE TOTAL PROJECT

The Regional Curriculum Project has known both success and failure. Many of its accomplishments are irrelevant in terms of the original and guiding purposes of the Project. Many of its failures are instructive, and add to the body of knowledge.

The total impact of the Project cannot be measured at this time. Many of the data resulting from Project studies have not yet been used by the participating state departments of education. Until they are utilized, there is not that collision between established practice on the one hand, and new ideas and information on the other hand, that can result in changes. There is no impact to measure.

But some of the Project's activities have already collided with tradition and routine. There is some impact to report and describe, and it was for this purpose that some forty individuals from the six states assembled at Stone Mountain, Georgia, on September 23, 1968. Participants in a conference, "An Adventure in Interstate Interchange," sought to describe the impact of the Project on the local school systems which had been involved, on the state departments of education, and on individual state department staff members.

Impact on Local Systems

It is evident from the comments of conference participants that most of the twenty-four local school systems that were the sites of RCP experimental projects have significantly altered their patterns of dealing with their state departments. Local system personnel have learned what services the state departments offer and how to obtain these services. They call on the departments for aid more and more. Participants from one state felt that this can be a liability, "because we can't give total time."

Undoubtedly, if every school system in a state requested assistance as often as some of the local project systems do, the state department would be forced either to expand its staff or to curtail its services.

According to participants from one state, there is a clear understanding and acceptance of the role of state department personnel in working with the local districts. And local personnel in another state were said to have learned to work together better, utilizing all persons and facilities.

Local district personnel were said to have gained new insights into the educational needs of youth. Administrators, teachers, and principals learned new techniques and were stimulated to examine themselves. In some cases comprehensive surveys were conducted in the local districts.

Impact on State Departments of Education

Since the beginning of the Regional Curriculum Project, many changes have taken place in the six participating departments of education. In most cases it is difficult to state with confidence that the changes resulted directly from Project involvement, because other forces sought to create and direct change during the same period.

In one state, the state coordinator was appointed Administrative Assistant for Planning, and later, Deputy Superintendent for Administration and Planning. Utilizing experience gained in the Regional Curriculum Project, the former coordinator worked closely with the State Superintendent and the State Board of Education to implement recommendations made in a 1966 report by a consultant firm which had studied Departmental organization. This is the most dramatic, but by no means the only case of a Project coordinator, with experience in a cooperative interstate effort, moving into a position of greater responsibility and influence in a state department.

Frequently mentioned by Stone Mountain conference participants as a change resulting directly from the activities of the Project was increased cooperation among divisions within the departments. In one state, for example, the Consultant Role Study "helped pull groups together...consultants in vocational areas and curriculum groups."

Other impacts on state departments mentioned by representatives of one or more of the states at the conference include the following:

- State Departments "have learned and are learning how to look at themselves." Helpful to them in this self-examination are project-gathered data giving them "an idea of how local people perceive the state departments of education."
- The RCP has "provided consultants with a broader perspective for their role made possible by conferences and by having time allocated to study of broader issues than one's own job." There has been created "awareness of the need for a constant review of role planning."
- The Project, through the findings of the Attitude Survey, has focused attention on consultant contacts with principals and teachers.
- There has been increased attention to the possibilities of a regional approach to solving common educational problems. Several of the states are interested in institutionalizing regional cooperation on such matters as staff development. In one state, participation in the Project has resulted in "recognition of the need for a vehicle for continuing regional inter-communications." This footnotes the consensus of the Project's Policy Board at its meeting in June, 1967, that the Project at that time had already "paid off" in cross-state dialogue.

- State departments have adopted new approaches to the task of stimulating change at the local level. Conference participants from one state, for example, said that participation in the Project "has shown us the importance of timing in helping local units."
- State departments were exposed to several new research techniques, and to new approaches to the use of graphics in publications and oral presentations. Several departments have followed the Project's example and begun using some of the techniques and approaches.

Impact on Individual Department Staff Members

A comment frequently heard at the Stone Mountain conference and elsewhere is that the greatest impact of the Regional Curriculum Project has been not on institutions–state departments and local school systems–but on individuals. Scores of state department staff members have been furnished opportunities for learning and professional growth. They have attended and participated in Project-sponsored workshops; they have been involved in servicing the local projects; they have responded to survey questionnaires requiring them to think in precise terms about their roles; they have read Project publications; they have journeyed to other states to observe innovative educational endeavors. Many of these people will still be with the departments five, ten, or fifteen years from now; and policy-making positions in the departments are likely to be filled in the future by some of them. It is thus important to ask how involvement with the Project has affected them, what they have learned, and how they have sharpened their skills.

For many of the department personnel, the most significant result of Project involvement is acquaintance with other people who have the same jobs and encounter the same kinds of problems. A department staff member may have no counterpart within his own department; his job may be unique. But there are likely to be others like him in other states, and he may have met and talked with some of them at regional workshops sponsored by the RCP. Many of the Stone Mountain conference participants stated that they had gained new insights into their jobs in this manner, and that the people they had met from other states had become resource people for them. Continuation of these relationships through the establishment of some permanent arrangement has been requested by English consultants and research directors from several of the states.

A number of individuals within the state departments have come to think of themselves as "agents of change." Many of them were strongly influenced toward this self-view by speakers at the workshops sponsored by the Project. If the individuals who now think of themselves in these terms formerly saw themselves as regulators and providers of services on request, the change is significant. A readministration of the Consultant Role Study survey instrument would have revealed the extent of this change, but the early termination of the RCP has made that kind of measurement impossible.

What is true of the Project's impact on individuals is also true of its impact on local school systems and on state departments of education: precise measurement has been made impossible by the RCP's early termination, and only obvious trends can be shown. Only the early phases of the original Project plan have been completed. There has been little opportunity to determine whether role changes have taken place, and it will be for observers several years from now to estimate the total impact of the Project.

Impact on Four Departments

In each of four states, Alabama, Florida, North Carolina, and Tennessee, a conference has been held within the last few months to evaluate the Regional Curriculum Project and describe its impact within the state department of education.

Project participation has varied in degree from state to state. For this reason, individual state views may be more useful and accurate than the attempt above to present a regional picture.

The four states that provided detailed information through conference reports utilized different formats for their meetings. The types and quantities of information deriving from the conferences varied, and the space allocated below to each reflects this fact.

North Carolina

Twelve members of the North Carolina Department of Public Instruction attended a work conference on June 20, 1968. The purpose of the conference was to examine the impact of the Regional Curriculum Project on the Department. Participants summarized the specific functions of consultants in three leadership roles:

- providing consultant services;
- developing, disseminating, and using curriculum guides;
- using media to disseminate information and services.

The participants were asked to indicate, based on these summaries and their recollections, how the leadership roles had changed and to what extent the Regional Curriculum Project was responsible for any changes that had taken place.

Providing Consultant Services. Asked to identify and describe the leadership roles of the State Department in providing consultant services, the group listed both regulatory and leadership functions:

Regulatory Functions

- Interpreting State Board policies to the local administrative units
- Developing criteria for the adoption of State textbooks
- Assisting in the writing of rules and regulations for carrying out programs established by law
- Reviewing reports and executing State laws, policies, rules and regulations

Leadership Functions

- Providing consultant services on organization and administration in local administrative units—unit wide and in individual schools
- Providing consultant help in the various subject areas and in the various auxiliary and supporting services of an educational system
- Developing State-wide curriculum guides in cooperation with local school personnel
- Assisting in curriculum development on the local administrative level by showing how and providing models of good programs
- Helping school personnel select equipment and materials that will supplement and make effective programs of instruction
- Initiating change in educational programs at the local level, such changes being based on current research and trends
- Assisting local units in short and long range plans for programs and facilities
- Evaluating local programs in all aspects of education for the purpose of State and regional accreditation
- Assisting in the development of programs and the allotment of personnel in Special Education and Exceptionally Talented programs
- Assisting in the development and evaluation of various special projects such as ESEA and NDEA
- Assisting in the planning for and development of local unit in-service programs; in many instances, this involves development of material along with actual presentation during the in-service training period
- Assisting in the development of an evaluation program as a part of the on-going educational program
- Trouble-shooting in programs that are not functioning properly
- Aiding in local level school reorganization relating to civil rights legislation
- Assisting and supporting local educational organizations
- Encouraging sound and innovative local unit programs

- Assuming the role of scapegoat to assist the local unit in its effort to facilitate change
- Undertaking research for the purpose of identifying effective and innovative programs
- Disseminating information concerning good programs within and outside the State
- Assisting in the development of leadership at the local level
- Assisting local leadership to carry on without depending upon consultant to tell what to do
- Using competencies at the local level
- Developing competencies at local and State levels
- Helping to identify local problems
- Assisting in developing local programs and in implementation of programs developed at local level
- Acting as stimulators of ideas, carriers of ideas, innovators
- Providing follow-up consultant service in order to assure continuity of program
- Formulating plans which are concerned with identifying needs, determining purposes, and determining ways and means by which desired outcomes are reached
- Providing coordinated services which would minimize duplication of efforts and omission of important phases of program
- Providing most knowledgeable consultants for areas of concern to local units

Participants in the conference responded to two questions based upon the above summary. To the first question, "To what degree is this summary different from the way you performed the roles or would have identified the roles before the Regional Curriculum Project began?", the group responded as follows:

Quite different	1
Somewhat different	7
No change	3

Those whose answers were "quite different" or "somewhat different" were asked to give their opinions on what effect the regional Curriculum Project had had in bringing about the changes they perceived. Their responses were:

Considerable effect	1
Some effect	6
No effect	1

Developing, Using, and Disseminating Curriculum Guides. Asked to identify and describe the leadership roles of the State Department in developing, using, and disseminating curriculum guides, participants prepared a summary of these roles. The law requires the State Superintendent to prepare a course of study for each grade of the school system which shall outline the appropriate subjects to be taught, together with directions as to the best methods of teaching them. Other leadership roles summarized were:

A. Leadership role of developing programs—curriculum guides suggest a broad frame work for a program:
  - define scope and sequence
  - list major objectives
  - suggest teaching strategies
  - suggest learning experiences
  - identify materials and resources

B. Leadership role of assisting local schools in planning programs:
  - use state guide as a framework to develop syllabus or teaching guide for individual school

C. Leadership role of involving others:
  - superintendents, supervisors, principals, and teachers are invited to participate in developing curriculum guides
  - advisory committees are used
  - writing teams are used

D. Leadership role of introducing curriculum guides:
  - at area or regional conferences
  - at meetings held in individual schools or school systems

E. Leadership role of using curriculum guides:
  - conferences with supervisors and principals
  - college classes and workshops
  - in-service education for principals and teachers

Asked to what degree the above summary was different from the way in which they had performed the roles or would have identified the roles before the beginning of the Regional Curriculum Project, the group responded as follows:

Quite different	1
Somewhat different	6
No change	4

Those who felt that roles had changed were asked for their opinions of what effect the Regional Curriculum Project had had in bringing about the changes they perceived. They responded as follows:

Considerable effect	0
Some effect	5
No effect	2

Use of Media to Disseminate Information and Services. Conference participants arrived at the following summary of State Department leadership roles in the use of media to disseminate information and services:

- Using media in carrying out individual task assignments
- Using media in giving instruction (in-service education); Example: Preparation of TV programs for teachers of modern math

- Encouraging use of media by teachers; Example: Encouraging use of language laboratory approach in teaching of modern foreign language
- Producing transparencies, color slides, and other media for use in presentations to local school personnel
- Conducting in-service education workshops to help local schools use media in instruction
- Identifying media that will be appropriate for teachers to use in their instructional programs
- Identifying and evaluating media to help schools select media they may wish to acquire.
- Producing certain kinds of media for use by local schools; Example: Transparency masters from which local schools will develop their own
- Making available tape duplicating service for schools to use
- Providing 16 mm professional film library service for use by Department staff and local school personnel
- Producing in-school television lessons or courses
- Evaluating and selecting equipment which is placed on contract for purchase by schools

Asked to what degree the above summary differed from the way they had performed the roles or would have identified the roles before the Regional Curriculum Project began, the group responded as follows:

Quite different	4
Somewhat different	6
No change	1

The ten participants who perceived that changes had occurred estimated the effect of the Regional Curriculum Project in bringing about these changes:

Considerable effect	0
Some effect	7
No effect	3

The Future. Participants' predictions of future impact of the Regional Curriculum Project primarily concerned the Attitude Surveys. One said, "I think if we can ever use the data from the Attitude Surveys that they will furnish us with something that could change our whole way of working together." Another commented, "There is enough material in the Attitude Survey data to transform the face of education in North Carolina, and I believe it will be respected when it is once made available."

Individuals. Comments by individual conference participants indicated that a number of them felt that they had been personally and directly benefited in their job performances by the activities of the Regional Curriculum Project. Said one, "I know my trip to Nova and Stanford University helped me to do my job better as a consultant and to see some of these things. We can read about them, but actually seeing them makes the difference. It really helped me in my job."

Another participant commented, "The Project has made me realize that I need to examine my own thoughts and my own ways of working; and that in the leadership role I am trying to assume I must ever so often think of the people with whom I work and of the way they are reacting to me as an individual. I found I have a lot of faults."

A newcomer said, "The Regional Curriculum Project was of tremendous value to me as a new staff member in the Department. Almost immediately I became involved in working as a member of a team with one of the local projects. I found out that we could cross division lines readily when a team approach was used in helping a school to improve its overall program."

Patience in rendering assistance to local units was the product of another participant's involvement with the Regional Curriculum Project: "I realize now that I must help them to identify their problems as well as to come up with some solutions."

Florida

At a conference in Tallahassee in July of 1968, ten selected State Department of Education personnel were asked to judge the impact of the Regional Curriculum Project on their department. The majority felt that leadership roles of State Department personnel had changed somewhat since the beginning of the Project two years before, and that participation in the project had had some effect in bringing about these role changes.

Six of the ten conference participants felt that the departmental role of providing consultant services to local school systems had changed somewhat; one, that it had changed considerably; and three, that it had not changed at all. The distribution of replies was similar when the question regarded the extent to which participation in the Regional Curriculum Project had been a factor in bringing about any changes that had taken place. Two felt that participation had had considerable effect; six, some effect, and two, no effect.

The judgments of the participants on degree of role change and effect of Project participation in bringing about role change were grouped similarly when the roles of developing, disseminating, and using curriculum guides and using media to disseminate information and services were examined. No participant, however, responded that either role definition was "quite different" from what it had been in 1966.

The conference participants agreed upon a summary statement of the role of a State Department of Education consultant: "To provide leadership and assistance to local school districts in creating ways and means of promoting improvement in curriculum and instruction."

Several specific ways in which Project participation helped to bring about identification and description of leadership roles were mentioned by the conference participants:

- Provided a timely move from the status quo;
- Created awareness of the need for constant review of role planning;
- Focused attention on the need for stronger long-range planning;
- Improved thinking about ways to work cooperatively with other department consultants;

The Project activity referred to most often and most favorably by the participants was the constant role study; to date this study apparently has had greater impact in Florida than either the media study or the curriculum guide study, which were mentioned less frequently. Participants felt that the studies conducted by the Project had set high standards in research techniques.

Staff development was seen to have been benefited by the regional approach promoted by the Project. Participants felt that the practice of bringing together department of education personnel with similar job assignments from several states and allowing them time to exchange experiences and discuss their changing roles should be continued in view of the fact that state department positions tend to be so specialized that individuals are unlikely to have counterparts within their own states.

Alabama

At a conference in Panama City, June 19, 1968, selected representative members of the various divisions of the Alabama Department of Education were requested to judge the impact of the Regional Curriculum Project on their Department. Most of those attending the conference felt that participation in the Regional Curriculum Project had brought about various changes in their State Department of Education. These changes were noted in several discussion sessions at the conference.

It was pointed out in the discussions that participation in the Regional Curriculum Project had stimulated interest in and increased use of different types of media, including ETV and video-tape, at the State Department level. This participation also contributed to the development of media centers at the local level.

The participants also notes that the Regional Curriculum Project had supported and arranged a number of workshops and conferences which presented the opportunity for state consultants in the six-state area to interact in sharing ideas and identifying problems. These workshops served to encourage the recognition, identification, and expression of State Department needs. It was also stated that the workshops and conferences had provided information helpful in consideration of the structure and organization of the Alabama State Department of Education. In addition, the participants felt that they gained new insights into innovative workshop practices and procedures as a result of the Project's use of video-tape, telephone conferences, and other media. Conference participants were especially positive in their statements concerning the many professional benefits gained from contact with outstanding authorities in the nation. Presentations made by these experts were credited chiefly with the stimulation and extension of thinking into areas of real concern. For example, participants felt that a position paper read on in-service education was of special help.

Professional dialogue through participation in the local projects presented the opportunity for local school personnel and members of the State Department to interact and exchange ideas. It was felt that this dialogue created a more effective working relationship between the State Department and local school systems. The opportunities provided by the Regional Curriculum Project for state consultants to visit innovative programs in local systems were credited with helping State Department personnel become more knowledgeable about innovative practices. It was also pointed out that participation in the local projects facilitated better understanding within and across various divisions of the Department.

The participants agreed that research studies sponsored by the Regional Curriculum Project had provided a wealth of research data basic to an understanding of the role of the consultant and the relationship between the State Department and the local system. It was pointed out that the Regional Curriculum Project had provided a regional vantage point for research which was valuable to the participants and which helped to identify the value of and need for the establishment of regional research centers in which to study common problems.

It was felt that better communications within the State Department had evolved through participation in the Regional Curriculum Project. Participants emphasized that the Division of Rehabilitation and Crippled Children had been brought closer to the total program of the State Department and that an improved understanding had developed between the two.

The comment was made in the discussions that the activities of the RCP had motivated individual members of the Department toward self-examination in terms of responsibilities and opportunities and had inincreased personal knowledge and professional experience.

Tennessee

Tennessee's Policy Committeeman reported "the considered opinion of selected members of the staff of the Tennessee Department of Education" as follows:

"The three-year life of the Regional Curriculum Project has contributed to strengthening the Tennessee Department of Education. In the early stages of the Project, the administrative leadership in the Division of Instruction met on several occasions to act as a 'sounding board' for the state coordinator of the Project. This was an opportunity afforded the personnel in leadership positions to focus their attention on how the department could render more effective service to local school systems in the area of curriculum development. The ultimate decision to formulate a team of three staff members to work with each of the active local school system participants in the Project was an outgrowth of the Division of Instruction leadership group deliberations. The three-member team constituted a new approach for two reasons: (1) the group was selected from different administrative areas in the Division of Instruction, and (2) the group assumed continuing responsibility to assist the same local school systems on problems of curriculum improvement. The interrelationships developed within the Division of Instruction were considered a strengthening of the Department of Education.

"The workshop sessions directed to members of the cooperating departments of education provided discussion on the Consultant Role Study. Participants from Tennessee who attended one of the workshops became more acutely aware of the many considerations affecting their role as consultants. Staff members do not look objectively at their role and responsibility without reaffirming existing functions or formulating new concepts. In either case the result was a greater sensitivity on the part of Tennessee staff participants to their ways of working and their relationships with State Department staff members and with local school system personnel. One group of State Department personnel, serving the western one-third of Tennessee, has accepted an in-depth examination of the Consultant Role Study as a project for 1968-69 regional staff meetings. Although this group cuts across division lines of the Department of Education and although the group does not have a regulatory function to fulfill collectively, the work of the Regional Curriculum Project has stimulated such interest that the group accepted this study for their in-service education for 1968-69. Any time an interdivisional staff meeting of continued duration results from an activity, the Department of Education has been strengthened.

"The Attitude Survey reports have been used by various groups of the Department of Education staff in taking a new look at relationships which exist between the State Department of Education and local school system personnel. Although this particular report seemed to have been rather glowing in reflecting local school system attitudes toward the State Department of Education, the report served as a basis for informal individual and group reevaluation of ways of working with local school systems. The results of such appraisals have not been evident at all times, but nonetheless the Department of Education has been strengthened by the opportunity for self-examination.

"The staff of any department of education is strengthened when members have the opportunity to associate with counterparts in other states. Such opportunities have been afforded to the Policy Board and to the participants in the role study workshop, the topical workshops, and the various other work and study meetings. While direct evidence of strengthening a department of education is difficult to isolate, no other presently organized group has focused attention on the role and responsibility of state departments of education in matters of curriculum improvement. The Project has contributed in this way, through activities that cut across state lines, to strengthening departments of education.

"All activities of the Regional Curriculum Project have not functioned smoothly. This fact is understandable. However, from an administrative point of view, all personnel from the participating states who were intimately involved in the functions of the Project learned the many hazards, roadblocks, and frustrations, as well as the pleasures and satisfactions, that are inherent in a multi-state cooperative project. The very fact that no comparable regional cooperative project existed prior to the initiation of the Regional Curriculum Project indicates the difficulty of maintaining such a cooperative. Each state department of education has been immeasurably strengthened by having leadership staff involved in attempting to maintain this Project. Such staff members have gained individual understanding that can be translated into other administrative activities. In most instances the learning was from a positive experience, but much was gained from the negative.

"Without reservations, the Regional Curriculum Project has contributed to strengthening the state departments of education of the participating states. Although the Project evolved from initial purposes to what may have been considered new purposes, the Project should be considered to have been successful. Perhaps the major contribution has concerned the changed attitudes of individuals rather than new techniques of department of education operation."

CHAPTER FOUR

OBSERVATIONS AND RECOMMENDATIONS

Observations

Chapter III, "Impact of the Total Project," summarized some of the accomplishments of the RCP. Impact and accomplishments are the "what"; strengths and weaknesses, the "why or why not." Participants in the September conference at Stone Mountain had opinions on why the Project had succeeded to the extent it had and why it had not been more successful.

Strengths

Strengths of the Project that were apparent to those involved in it and observing it included the following:

- The RCP provided for identification and discussion, on a regional basis, of common problems. The data it collected and the activities it supported provided a valuable opportunity for department and individual staff self study as well as an opportunity for comparative evaluation.
- Organizational barriers, separating people whose jobs or fields of specialization are different but whose objectives should be similar, were crossed.
- The Project sought constantly to face the issue of change and to create situations that would cause state department personnel to face that issue.
- The RCP provided busy educators with time set aside specifically for listening, thinking, discussing, and learning, and made resources and facilities available for these purposes.
- The Project staff maintained an objective willingness to accept the findings and frankness in recognizing mistakes.

Weaknesses

Most frequently mentioned as weaknesses of the Regional Curriculum Project were the following:

- Problems of conception and focus existed from the beginning: the Project may have been too broadly conceived; objectives of the Project and the intended role of the local project districts were not made clear to all concerned sufficiently early; even the abbreviated title, "Regional Curriculum Project," was to some degree misleading.
- Difficulties arose in relationships between the Project and the participating independent departments: for some activities

departmental commitment to the Project was minimal; policy-making personnel in the departments were not always kept closely advised about Project activities; communications between the Project and the departments and especially within the individual departments were not always sufficient.

- Problems of financing contributed to difficulty in employing and holding an adequate staff and were at the root of numerous other difficulties.
- The Project's greatest weakness concerned the factor of timing: the actual work began too early, before the staff had time to prepare itself adequately; and, most significantly, the Project was discontinued before its work could be completed.

Recommendations

Cooperation on a regional basis among state departments of education has been of immense value to all concerned and should be continued after the termination of the Regional Curriculum Project. That is the consensus of the people who have worked most closely with the RCP during its brief existence. At the September conference at Stone Mountain, those people were asked for suggestions of what things should be done in case a similar project is initiated in the future. Following are some of their recommendations:

- Six to twelve months should be set aside for organizing, and for acquiring personnel and orienting them to their mission.
- The focus of the project should be identified clearly.
- A structure and procedure, designed to elicit continuing commitment to the project by the top-level leadership of the agencies involved, should be developed and maintained; the commitment elicited should extend to willingness to loan staff, and to establish experimental staff positions and salary schedules if necessary to project objectives.
- Funds for the project should be committed for the full period of its expected duration, or if annually, at least a year in advance, rather than on a current year or month-to-month basis.
- There should be a rigorous schedule of periodic evaluation to determine what progress has been made toward meeting stated objectives.

APPENDIX

Personnel and Publications

POLICY COMMITTEEMEN

The following persons have served their states and the Project as members of the Policy Committee for the Project.

Alabama	Dr. W. Morrison McCall
Florida	Dr. Joseph W. Crenshaw
Georgia	Dr. Claude M. Ivie, Chairman
North Carolina	Dr. Joseph M. Johnston (to September, 1967)
	Mr. Nile F. Hunt
South Carolina	Dr. J. Carlisle Holler (to June, 1968)
	Dr. Charlie G. Williams
Tennessee	Dr. John Ed Cox
United States Office of Education	Dr. Jane Franseth

PROJECT STAFF

The following persons have held full-time positions on the Project staff for varied lengths of time:

Dr. Edward T. Brown	Director
Dr. Victor B. Johnson	Assistant Director
Dr. J. Foster Watkins	Researcher
Dr. Ione L. Perry	Researcher
Edith Miller	Writer
David E. McCarthy	Writer
Bradley K. Martin	Writer
Dorothy W. Hibbert	Writer
Austin Catts	Writer
Liz Carmichael Jones	Artist
Dorothy L. Moss	Secretary
Ann Sammons	Secretary
Robert Buckner	Secretary
Janet Stewman	Secretary
Elizabeth H. Harrison	Secretary

STATE COORDINATORS

Alabama	Lee Boone
Florida	Marshall Frinks
Georgia	Albert L. Berry
North Carolina	Mrs. Mary L. Evans
South Carolina	Jesse A. Coles, Jr. (to June, 1967)
	Frank M. Kirk
Tennessee	Dr. Phyllis Coker Shutt (to June, 1967)

ASSOCIATE RESEARCHERS

The following persons have served the Project as Associate Researchers. In this position they accomplished computer programming, data analysis, development of research instruments, and workshop direction.

Henry P. Aldredge, University of Georgia
Dr. Wilbur Louis Bashaw, University of Georgia
Dr. William H. Denton, Atlanta University
Dr. Robert M. Fulmer, Florida State University
Dr. James B. Kenney, University of Georgia
William L. Landrum, University of Georgia
Robert R. Lively, Auburn University
J. Maurice Mahan, Bucknell University
Dr. G. Alexander Moore, Emory University
Dr. Ione L. Perry, Florida State University
Dr. R. Robert Rentz, University of Georgia
Dr. Herbert E. Speece, North Carolina State University
Dr. Wayne Teague, Auburn University
Richard L. Towers, University of South Carolina
Dr. J. Foster Watkins, Southeastern Education Laboratory
Michael V. Woodall, University of South Carolina

ASSOCIATE WRITERS AND ARTISTS

The following persons have served the Project as writers or artists on a temporary or part-time basis. Their tenures ranged from several weeks to several months.

Mrs. Mary Ann Blackwood
James E. Cardwell
Mrs. Martha Wren Gaines
Linda Hardin
Mrs. Elizabeth T. Herbert
Don S. Howington
Mrs. Ida W. Kirkman
Patricia Lynch
Edith Miller
Mrs. Nancy B. Mykel
Mrs. Mary Otte
Mrs. Paula G. Putney
Paula B. Siniard
Kay Byrom (Artist)
Vicki Reid (Artist)

LOCAL SCHOOL PROJECT PARTICIPANTS

The following persons served the Project as coordinators of their local projects. In this capacity they prepared the plans, provided liaison, and completed periodic reports.

Katherine Steedley, Baldwin County, Alabama
Marjorie E. Maddox, Butler County, Alabama
Gerald E. Godfrey, Jefferson County, Alabama
J. C. Pettey, Morgan County, Alabama

John M. Clark, Broward County, Florida
Mrs. Thelma Hall, Charlotte County, Florida
John Spurlock, Charlotte County, Florida
Roe M. Martin, Polk County, Florida
Cecil G. Carlton, Jr., Taylor County, Florida

Allan W. Gurley, Macon – Bibb County, Georgia
John H. Lummus, Forsyth County, Georgia
D. B. Christie, Griffin-Spalding County, Georgia
Mrs. Lois Thornton, Wayne County, Georgia

Mrs. Euzelia Gentry, Ashe County, North Carolina
Dr. Keith Hudson, Asheboro, North Carolina
Kenneth Newbold, Greensboro, North Carolina
C. Edison Powers, Moore County, North Carolina

W. C. Gunter, Barnwell County, South Carolina
T. E. Johnston, Berkeley County, South Carolina
F. S. Morris, Lexington County, South Carolina
Dr. John H. Tillotson, Spartanburg County, South Carolina

Dr. Max Vann, Chattanooga, Tennessee
Mrs. Nona Little, Chester County, Tennessee
Charles Tollett, Cumberland County, Tennessee
Mrs. Joanna Phillips, Lebanon Special District, Tennessee

CONSULTANTS

The following persons have served the Project as consultants; the activities which they served included the topical workshops, staff work sessions, and local school Projects.

Dr. Kent Alm, University of North Dakota
Wesley F. Amar, Chicago Public Schools
Dr. Neil Atkins, Teachers College Columbia University
Dr. Thomas S. Barrows, Educational Testing Service
Dr. Rogers L. Barton, Southwestern Cooperative Education Laboratory
Dr. W. Louis Bashaw, University of Georgia
Dr. Norton Beach, University of North Carolina at Chapel Hill
Dr. L. L. Belanger, California State Department of Education
W. S. Bell, Atlanta City Schools
Dr. Warren J. Bell, Kansas State Department of Public Instruction
Dr. Paul W. Bixby, Pennsylvania State College
Dr. E. J. Bofferding, Cresap, McCormick, and Paget, Inc.
Dr. Fannie Lee Boyd, University of Georgia
Warren Buford, University of North Carolina at Chapel Hill
Dr. Joel Hewitt Burgess, Birmingham Alabama City Schools
Dr. Robert Buser, Cooperative Education Regional Laboratory, Indiana
Joseph B. Carter, Department of Community Colleges, Raleigh, N.C.
Dr. Norman Chansky, North Carolina State University
James W. Daniel, Kentucky State Department of Education
Dr. Jack DeWitt, University of South Carolina
Dr. Roy A. Edelfelt, National Commission on Teacher Education and Professional Standards
Mrs. Martha R. Ellison, Kentucky State Department of Education
Dr. Claude Fawcett, University of California at Los Angeles
Dr. W. G. Findley, University of Georgia
Dr. Garrett R. Foster, Nova High School, Ft. Lauderdale, Florida
Dr. Robert Fox, University of Michigan
Dr. Alexander Frazier, Ohio State University
Dr. J. P. Freeman, North Carolina Department of Public Instruction
Bernard S. Furse, Utah State Department of Education
Dr. Nicholas P. Georgiady, Michigan State Department of Education
Dr. T. B. Goodkind, University of Connecticut
Dr. John D. Green, East Baton Rouge Parish Schools, Louisiana
Dr. John Greene, University of Georgia
Francis E. Griffin, New York State Department of Education
Allan Gurley, Bib County Schools, Macon, Georgia
Dr. Charles Halower, Arthur D. Little, Inc.
Dr. J. Revis Hall, Anniston, Alabama City Schools

Dr. Kenneth H. Hansen, Colorado Educational Commission
Dr. Michael Hawkins, University of Georgia
Dr. Warren Hitt, Texas State Education Agency
Dr. Joseph R. Hooten, University of Georgia
Mrs. Mary Hunter, University of North Carolina at Greensboro
Dr. Oscar T. Jarvis, University of Georgia
Dr. G. Arthur Jensen, Fresno County, California Schools
Dr. Charles C. Jung, University of Michigan
Dr. J. E. Kenney, University of Georgia
Dr. Ralph Kimbrough, University of Florida
Dr. Alexander J. Kloster, Southeastern Education Laboratory
Dr. Norman Kurland, New York State Department of Education
Dr. Gertrude Lewis, Amherst College
Dr. Alvin P. Lierheimer, New York State Department of Education
Dr. Ronald Lippett, University of Michigan
Dr. Walter Loban, University of California at Berkeley
L. K. Lovenstein, West Virginia State Department of Education
Dr. Patricia R. McClendon, Winthrop College
Dr. Bernie Miller, John Hay Whitney Foundation
Dr. James P. Moffett, Harvard University
Dr. Sam L. Moorer, Florida Board of Regents
Dr. Vester M. Mulholland, North Carolina Department of Public Instruction
Dr. John Nist, Auburn University
Dr. John C. Otts, University of South Carolina
Dr. William W. Parker, University of Georgia
Dr. Roy C. Phillips, Auburn University
Dr. Truman Pierce, Auburn University
G. Herman Porter, Department of Community Colleges North Carolina
Dr. Haskin Pounds, University of Georgia
C. Edison Powers, Moore County Schools, Carthage, North Carolina
Dr. Ralph D. Purdy, The Great Plains Project, Lincoln, Nebraska
Dr. Marion J. Rice, University of Georgia
Dr. Harry B. Rowell, University of Georgia
Keith Schap, University of Indiana
William R. Schroeder, Nebraska State Department of Education
Jack Seals, Beeville Public Schools, Texas
Dr. Robert Shannon, University of South Florida, Bay Campus
Dr. Dan Shehann, University of Georgia
Dr. Lynn F. Shufelt, Atlanta Area Teacher Education Service
Dr. Hazel Simpson, University of Georgia
Dr. Doyne Smith, University of Georgia
Dr. Paul Smith, Trinity College

Dr. Vernon W. Stone, Georgia State College
James R. Swanson, Florida State Department of Education
Dr. Wayne Teague, Auburn University
Dr. Owen P. Thomas, Indiana University
Dr. Mary J. Tingle, University of Georgia
Dr. Eugene Todd, University of Florida
Nicholas Troisi, New York State Department of Education
Dr. Glenys Unrah, University of Missouri
Dr. Ralph Van Dusseldorp, Iowa State University
Dr. Eugene R. Watson, University of North Carolina, Chapel Hill
Dr. Morris Weiner, Northern Illinois University
Dr. Ruth S. White, University of Georgia
Dr. Kimball Wiles, University of Florida
Dr. Stanley Williamson, Oregon State University

LIST OF PUBLICATIONS

The focus of Project writing activity has been on the development of status study research instruments and the return of the data collected thereby to each state for its study and use. In "working paper" format, the publications presented tabulated raw scores, per cent responses, and mean responses without analysis or interpretation. A primary Project purpose for these data was to establish a base from which, upon the completion of activities, to measure change. With the loss of this purpose, a hurried effort has produced narrative reports which will add these data to professional literature.

Also, as with most active projects, publications and periodical articles were developed to communicate and record Project purposes, experiences, and products. These are listed in appropriate categories.

Research Instruments

1. Consultant Role Study: Interview Schedules (January, 1967)
   a. Open-ended section
   b. Structured section
2. Attitude Survey (Toward State Departments of Education): Questionnaires (February, 1967)
   a. Superintendents' Form
   b. Central Office Professional Personnel Form
   c. Principals' Form
   d. Local School Professional Personnel Form
3. Curriculum Guide Study (Definition and Development): Interview Schedules (six states)
   a. Part I: Leadership Form (October, 1967)
   b. Part II: Consultant Form (November, 1967)
4. *Curriculum Guide Study (Use): Questionnaires (September, 1968)* (four states)
   a. Instructional Supervisors and Principals
   b. Teachers
5. A Role Study – The County Level Supervisor in Florida: Questionnaire (September, 1967)
6. A Survey of Innovative Programs and Practices in Alabama: Questionnaire (February, 1968)

Research Reports

1. Profiles of Departments of Education and Public Instruction and Factors of Educational Environment in: Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee (March, 1967)

2. Consultant Role Study: Working Papers
    a. Consultant Role Study–Regional Report (May, 1967)
    b. Regional Compilation–Open-Ended Sections: Consultant Interview (May, 1967)
    c. Report of Consultant Perception: Alabama (April, 1967)
    d. Supplementary Report to the Superintendent: Alabama (May, 1967)
    e. Report of Consultant Perception: Florida (April, 1967)
    f. Supplementary Report to the Superintendent: Florida (April, 1967)
    g. Report of Consultant Perception: Georgia (April, 1967)
    h. Supplementary Report to the Superintendent: Georgia (April, 1967)
    i. Report of Consultant Perception: North Carolina (April, 1967)
    j. Supplementary Report to the Superintendent: North Carolina (April, 1967)
    k. Report of Consultant Perception: South Carolina (April, 1967)
    l. Supplementary Report to the Superintendent: South Carolina (April, 1967)
    m. Report of Consultant Perception: Tennessee (May, 1967)
    n. Supplementary Report to the Superintendent: Tennessee (May, 1967)
3. Consultant Role Study: Narrative Reports
    a. The Role of State Department of Education Consultants: Six Southeastern States (January, 1969)
    b. The Role of State Department of Education Consultants: Alabama (January, 1969)
    c. The Role of State Department of Education Consultants: Florida (January, 1969)
    d. The Role of State Department of Education Consultants: Georgia (January, 1969)
    e. The Role of State Department of Public Instruction Consultants: North Carolina (January, 1969)
    f. The Role of State Department of Education Consultants: South Carolina (January, 1969)
    g. The Role of State Department of Education Consultants: Tennessee (January, 1969)
4. Survey of Attitudes Toward State Departments of Education: Working Papers
    a. Report of Superintendents' Responses–Regional Report (May, 1967)
    b. Regional Attitude Survey–Alabama Data (December, 1967)
    c. Regional Attitude Survey–Florida Data (December, 1967)
    d. Regional Attitude Survey–Georgia Data (December, 1967
    e. Regional Attitude Survey–North Carolina Data (December, 1967)
    f. Regional Attitude Survey–South Carolina Data (December, 1967)
    g. Regional Attitude Survey–Tennessee Data (December, 1967)
    h. Attitude Survey Regional Report: Summary of Basic Response Data and Variable Factor Data

5. Survey of Attitudes Toward State Departments of Education: Variable Factors Data
    a. Attitudes of Local School Professional Personnel: Alabama (February, 1969)
    b. Attitudes of Local School Professional Personnel: Florida (February, 1969)
    c. Attitudes of Local School Professional Personnel: Georgia (February, 1969)
    d. Attitudes of Local School Professional Personnel: North Carolina (February, 1969)
    e. Attitudes of Local School Professional Personnel: South Carolina (February, 1969)
    f. Attitudes of Local School Professional Personnel: Tennessee (February, 1969)
    g. Attitudes of Local School Professional Personnel: Regional Aspects (February, 1969)
6. Curriculum Guide Status Study: Working Papers
    a. State Curriculum Guides: Definition and Development in Six Southeastern States (January, 1969)
    b. State Curriculum Guides: Study of Use in Alabama (Jaunary, 1969)
    c. State Curriculum Guides: Study of Use in Florida (January, 1969)
    d. State Curriculum Guides: Study of Use in Georgia (January, 1969)
    e. State Curriculum Guides: Study of Use in South Carolina (January, 1969)
7. Report of North Carolina Responses to the Attitude Survey: Local Superintendents and Department Personnel (August, 1967)
8. The Teacher Aide in South Carolina: Preliminary Report of Status study (July, 1967)
9. Innovative Programs and Practices in the Alabama Public Schools: A Directory (October, 1968)
10. A Role Study: The County Level Supervisor in Florida (January, 1969)

Activity Descriptions: Publications

1. Purposes of the Regional Curriculum Project (a four-page statement prepared by Project staff)
2. Local School Project Reports (resumés cooperatively developed by local and state RCP coordinators)
    a. Alabama Local School Projects (January, 1969)
    b. Florida Local School Projects (January, 1969)
    c. Georgia Local School Projects (January, 1969)
    d. North Carolina Local School Projects (January, 1969)
    e. South Carolina Local School Projects (January, 1969)

3. Topical Workshop Reports (resumes of the major presentations and discussions)
    a. State Department-Instructional Division Organization (January, 1969)
    b. Orientation of New Employees (January, 1969)
    c. Department of Education Innovative Practices (January, 1969)
    d. Data Bank: A Service for the Consultant (January, 1969)
    e. Reorganization of Small Local Districts–Department and Consultant Contribution (January, 1969)
    f. State Department Planning–What, Why, How (January, 1969)
4. Department Media Facilities: Report of a Regional Work Session (February, 1969)
5. Inter-State Interchange: A Study of Impact (a brief resume of Project activities) (September, 1968)
6. Moore County Schools: A Study in Progress (November, 1968)
7. Final Report (a brief summarization of RCP activities) (February, 1969)

Activity Descriptions: Periodical Articles

1. Alabama
    a. "Unraveling Riddles of Education," Edith Miller, Alabama Education Journal, February, 1968 (a description of Alabama's participation in RCP and a brief resume of the four local school district projects)
2. Florida
    a. "Back to Walden," Edith Miller, Florida Schools, September, 1966, pp. 24-26 (a description of the RCP local school system project, Resource-Use Outdoor Education in Taylor County, Florida)
    b. "Right Here In Charlotte County," Edith Miller, Florida Schools, December, 1966, pp. 12-15 (a description of the RCP local school system projects, Nutrition Education and Regional Materials Center in Charlotte County, Florida)
    c. "It's Your Move," Edith Miller, Florida Schools, March, 1967, pp. 26-28 (a description of the RCP local school project in Nova High School, Broward County, Florida)
    d. "...It Will Happen Because of You," Edith Miller, Florida Schools, June, 1967, pp. 19-21 (a description of the RCP local school system project, Improving Leadership of Elementary School Principals in Polk County, Florida)
    e. "Lets Consult," Marshall Frinks, Florida Schools, September, 1967, pp. 12-15 (a resume of major findings and implications of the Consultant Role Study, Florida data)

   f. "Is Gut Judgment Enough?" Marshall Frinks, Florida Schools, June, 1968, pp. 14-18 (a report of the presentations and discussions of the topical workshop on State Department Planning)
   g. Supervisory Summary: Quarterly Report (reports on the scheduled activities of the Regional Curriculum Project appear in many of the issues since the Project's inception—by Marshall Frinks), published by Division of Curriculum and Instruction, Florida State Department of Education

3. Georgia
   a. "A Curriculum Study in Bibb County Schools," Allan Gurley, Georgia Education Journal, April, 1967, pp. 8-9 (a description of the RCP local school system project Curriculum Study in Macon – Bibb County, Georgia)
   b. "As Others See Us," Georgia Alert, July, 1967, pp. 6-7 (a description of the Attitude Survey data "working paper" publication for Georgia SDE staff)
4. North Carolina
   a. "Moore County Did It," C. Edison Powers, North Carolina Public School Bulletin, September, 1967, pp. 4-5 (a description of the RCP local school system project Merger of Three School systems in Moore County, North Carolina)
   b. "Nobody Wanted School Desegregation–But the Law Said it Had to be Done and Moore County, North Carolina, Made it Work," David Cooper, American Education, June, 1967, pp. 2-4 (a description of special aspects of the RCP local school system project Merger of Three School Systems in Moore County, North Carolina)
   c. "Four Systems Participating in Project," North Carolina Public School Bulletin, January, 1966, p. 7 (an identification of the four local school systems and their projects)
   d. "Six-State Regional Curriculum Project Report," James E. Jackman, North Carolina Public School Bulletin, October, 1967, pp. 12-13 (a brief progress report of RCP and the four North Carolina local school projects)
   e. "Greensboro's Title III Project in Mathematics," Mrs. Sadie M. Moser, North Carolina Public School Bulletin, November, 1967, pp. 10-11 (a description of the RCP local school system project Mathematics in Greensboro, North Carolina)
5. South Carolina
   a. "Regional Education Research Projects Are Now Underway," South Carolina Schools, December, 1966, p. 17 (an identification of RCP and the four local projects in South Carolina)

Curriculum Materials

1. RCP cooperated with the local school system projects in the development or production of the following:

   Social Studies

   a. Academic Games and Related Materials, John M. Clark, Nova Schools, Broward County, Florida
      "A Journey into Communism"
      "Americanism Versus Communism"
   b. Outdoor-Use Resource Education: Feasibility Study for Taylor County, Florida, Project, Perry, Florida, Masters' Enterprises, Athens, Georgia, July, 1967

2. RCP reproduced the following materials for use in workshops and work sessions of its activity concerning the development of a multi-state curriculum guide in Language Arts. (Material copyright: Georgia State Department of Education)

   Language Arts

   a. Chart: A Design for an English Curriculum (April, 1967)
   b. Chart: Language–Structure and Content–Pre-Kindergarten to Grade 12 (June, 1967)
   c. Chart: Composition–Structure and Content–Pre-Kindergarten to Grade 12 (July, 1968)
   d. Chart: Literature–Structure and Content–Pre-Kindergarten to Grade 12 (July, 1968)
   e. An English Curriculum, Georgia State Department of Education, Atlanta, Georgia (July, 1968)

3. The following eight sections of the curriculum guide were developed at the Berry College workshop and edited in subsequent work sessions:

   Language Arts Curriculum Guide Horizontal Units

   a. History of the English Language
   b. English Usage
   c. Dialects of English
   d. The English Morpheme
   e. The English Sentence
   f. Composition: Internal Structure
   g. Literature: Internal Forms
   h. Literature: External Forms